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ABSTRACT

The report describes the establishment of the Texas State Survey of Hearing Impaired Children and Youth as a pupil data management information system for monitoring and evaluation of special education services for hearing impaired children in Texas. The findings of the 1976-77 survey, encompassing 4,384 hearing impaired children receiving publicly funded special education services in the state, provide statewide figures and region-by-region comparisons on a wide variety of educationally salient pupil and program characteristics. The implications of the data for program improvement throughout the state are presented, along with descriptions of administrative actions planned for 1977-78 as a result of survey findings and recommendations for the future of the data system. Copies of the data collection forms for the 1976-77 and the 1977-78 surveys are included in the appendixes, as are sample copies of the "Quality of Data Reports," the "Individual Student Reports," and the "Reporting Source Summary Reports," which were provided to all school programs involved in the survey. A final appendix provides the text of the contract between the Texas Education Agency and the Office of Demographic Studies of Gallaudet College providing for the use of funds from P.L. 89-313, Title I, for the establishment and operation of this state data system. (Author)

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SERIES C
NUMBER 2

SPECIAL REPORT
From the Office of Demographic Studies
Gallaudet College

TEXAS STATE SURVEY OF HEARING IMPAIRED CHILDREN AND YOUTH: A NEW APPROACH TO STATEWIDE PLANNING, MONITORING, AND EVALUATION OF SPECIAL EDUCATION PROGRAMMING

Raymond J. Trybus
Brenda W. Rawlings
Robert Johnson

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GALLAUDET COLLEGE

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January 1978

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THE ANNUAL SURVEY OF HEARING IMPAIRED CHILDREN AND YOUTH
UNITED STATES-CANADIAN ADVISORY COMMITTEE, 1978

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As is true of all products of the Office of Demographic Studies, this report represents the efforts of all members of the ODS staff. Writing a report for publication is merely the last of many steps. The authors therefore acknowledge their debt to all members of the ODS staff.

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PREFACE

This report describes a new step in the evolution of the Annual Survey of Hearing Impaired Children and Youth as we, the staff of the Office of Demographic Studies, try to respond to the needs of educators of hearing impaired children for useful, up-to-date information for program planning, monitoring, and evaluation. The idea for this project developed during a meeting with Gary A. Curtis, State Director of Education for the Deaf in Texas, during the fall of 1975. That this idea did in fact become reality the following fall is due in large measure to his forward-looking concern for better ways to meet his legislatively mandated responsibility to ensure the provision of the best possible educational services for every hearing impaired child in the state and to his conviction that we at ODS could live up to his expectations in the design of such a "better way." I hope we have measured up to his standards, and I thank him for his critical role in the development of this project.

The implementation of the project has depended greatly upon the skills and determination of Bob Johnson, Chief Consultant in the Office of Education for the Deaf. The two chapters in this report which provide the perspective of the Texas Education Agency on this project, Chapter 2 and Chapter 4, are his work primarily. Less easily identifiable are his contributions to this project from start to finish, from wording of data form items and definitions, to shaping of the processes and procedures of data collection and analysis, to the production of the output reports to the schools, to the shape and contents of the final project report. To him also go our thanks for the successful conduct of this new venture.

At the Office of Demographic Studies the major burden of the work of this project fell upon, and was effectively managed by, Brenda W. Rawlings, Senior Research Associate for Statistical and Survey Methods. It was she who remembered and took appropriate care of the 10,000 operational steps necessary to the accomplishment of this project without which the project would have been another new idea which came and went with the seasons. Her quiet, knowledgeable shepherding of letters, forms, procedures, telephone calls, requests for explanations, and desperate pleas for help made it possible for the ODS to live up to its part of the contractual responsibilities. The data analysis portions of this report are her work primarily.

Special thanks are also due to Dorothea Bateman, Blanche Williams, Linda Petersen, John Yeh, Jeff Bishop, Russell Perkins, Gail Davis and all the other members of the ODS staff who contributed to this project in a myriad of ways throughout the entire year.

Little mentioned in this report, but of critical importance also to the successful accomplishment of this large project are the five regional superintendents whose responsibility it is to guide and direct the provision of services to children in each of the regions. The very special thanks and appreciation of all of us go, therefore, to Dr. Virgil Flathouse, Superintendent of the Central Region, to Dr. John Butler, Superintendent of the North Region, to Mr. Frank Powell, Superintendent of the Gulf Coast Region,* to Mr. John Gonzales, Superintendent of the South Region, and to Mrs. Viki Williams, Superintendent of the West-Panhandle Region.**

The final responsibility for a published report must rest with someone, and so the authorship of the remaining portions of this report as well as editorship for the whole are mine. Any errors or inadequacies of this final product are, therefore, mine alone.

A major reason for the publication of this report, beyond the basic urge to "show and tell," is the hope that, having seen a demonstration that a project of this nature can be made to work and can be shown to have significant positive impacts on the provision of special education services to hearing impaired children in the state involved, other educators and administrators will be moved to consider seriously the establishment of similar systems within their areas of responsibility. The Office of Demographic Studies is willing and able to offer its advice and consultation on the establishment and operation of such systems and, when appropriate, to serve as contractor in the actual implementation of them. The mission of the ODS is to expand and improve educational opportunities for hearing impaired persons through research and through the provision of data-oriented services. Requests and inquiries along these lines are therefore very much welcome and encouraged.

Raymond J. Trybus, Director
Office of Demographic Studies
Gallaudet College
Washington, D.C.

January, 1978

*Since the time of the 1976-77 survey, Dr. Jacob Pino has assumed the superintendency of the Gulf Coast Region.
**Since the time of the 1976-77 survey, Mr. Douglas Burke has assumed the superintendency of the West-Panhandle Region.

ABSTRACT

This report describes the establishment of the Texas State Survey of Hearing Impaired Children and Youth as a pupil data management information system for monitoring and evaluation of special education services for hearing impaired children in Texas. The findings of the 1976-77 survey, encompassing 4,384 hearing impaired children receiving publicly funded special education services in the state, provide statewide figures and region-by-region comparisons on a wide variety of educationally salient pupil and program characteristics. The implications of the data for program improvement throughout the state are presented, along with descriptions of administrative actions planned for 1977-78 as a result of survey findings and recommendations for the future of the data system. Copies of the data collection forms for the 1976-77 and the 1977-78 surveys are included in the appendices, as are sample copies of the "Quality of Data Reports," the "Individual Student Reports," and the "Reporting Source Summary Reports," which were provided to all school programs involved in the survey. A final appendix provides the text of the contract between the Texas Education Agency and the Office of Demographic Studies of Gallaudet College providing for the use of funds from P.L. 89-313, Title I, for the establishment and operation of this state data system.

CHAPTER 1
The View From the Office of Demographic Studies

Raymond J. Trybus
Office of Demographic Studies

Since its establishment as a national project on May 1, 1968, the Office of Demographic Studies and its Annual Survey of Hearing Impaired Children and Youth have been charged with the mission of expanding and improving educational opportunities for hearing impaired children through research and through the provision of data-oriented services. In the years since 1968, the Annual Survey has expanded to include a large majority of all the special schools for hearing impaired children as well as of the local school districts which offer special educational services of one kind or another to hearing impaired children throughout the United States. The survey has also expanded to include many more items of national interest in the education of hearing impaired children than were included in that first year.

At the same time as the ODS has sought to expand the coverage of the Annual Survey both geographically and in the topics covered, it has sought to increase the usefulness and the actual use of the resulting data and of the reports and services based on that data. Like the National Center for Health Statistics (which provided the model upon which the ODS was patterned) and other similar statistical agencies, the first use of the data which had been collected was the publication of reports which described the national picture with respect to important characteristics of hearing impaired children and of the schools and school systems which serve them. Thus, reports were issued describing the audiological characteristics of hearing impaired children, the reported causes of their hearing losses, their additional handicapping conditions, their ethnic backgrounds, state hearing screening programs, total enrollments according to the type of educational setting or services, and so on. In keeping with the standard practice of statistical agencies, the ODS is itself the publisher of these reports, using an advisory committee, internal review, and outside consultants to ensure the quality of its products, and distributing these monographs to schools and school systems as well as to a substantial list of individuals and organizations who have asked to be included in the distribution of these materials. To date, the ODS has published 25 monographs and reports in this manner.

Because of the limitations of this distribution mechanism, the ODS has also turned to the existing network of professional journals for the further dissemination of some of its findings and results which are amenable to presentation within the space limitations of journal articles. To date, 31 articles and reports have been published in this fashion, reaching broader and more diverse audiences, although with more limited amounts and kinds of information.

Not all the information needs of schools and school systems can be filled, however, through the simple provision of printed materials which focus primarily on nationwide results. Therefore, the ODS began to prepare annual reports on a routine basis for all schools and systems which submitted data to the Annual Survey, displaying the distributions of a variety of important characteristics of their children in comparison to the distributions of a variety of relevant comparison groups: the nation, the region of the country, the state, school programs of comparable type and size, and so on. These reports have been very well received by school administrators, and both unsolicited letters and the results of a formal survey conducted in the fall of 1975 demonstrated that these reports (called "Reporting Source Summaries") are of substantial value to their recipients, especially those in the larger schools and systems. The next logical step, taken on the basis of requests from governors and state directors of special education, was the preparation of state summary reports, comparing the characteristics of hearing impaired children in a particular state to those in surrounding states and in the nation.

Another logical extension was the use of the national data base for a variety of special reports, tabulations,

and analyses, undertaken upon request from specific individuals who needed the information for a variety of purposes, including legislative documentation, budget justification, program planning, and the like. Similar services were extended to researchers, who needed further data analyses available from the data base but not included in any published materials. This type of use of the national data base has expanded very greatly in the years since 1974. In all of these activities, strict safeguards for the confidentiality of the data have been enforced, even in situations where this greatly complicated the particular research or analysis involved. Summary data for whole states or other large groupings of children are, of course, generally available and not subject to restrictions on grounds of confidentiality. Any data, however, which could be identified with a particular child or a particular school or school system, are held completely confidential and are never released to anyone other than the original source of the data unless specific, written authorization is provided by the responsible person(s) in accordance with strict ethical practice and the standards of law and regulation.

Given that the major value of these data has been in the area of program planning, monitoring, and evaluation, particularly for large schools, school systems, or other administrative units, staff members of the ODS began to explore other ways in which still greater use could be made of the data available, thus multiplying the returns from the time invested by the thousands of individuals who complete the data forms and submit them to ODS, and from the money invested by Gallaudet College in the form of that portion of its federal appropriation which is devoted to the support of the Office of Demographic Studies.

From these internal discussions, the idea emerged of establishing specialized data systems in particular states or major metropolitan areas which could serve both national and local information needs by the inclusion of two sets of data: (1) a "common core" of items which would be asked in the same manner nationwide and from which the ODS could continue to provide national data as it had in the past; and (2) a specialized set of items which reflect topics of special concern within the state or metropolitan area involved, topics which may be of little relevance elsewhere or which must be asked in very different ways in various locations, depending upon local conditions. For example, a state may wish to know the extent to which each of various different special education funding authorities are being used to support special education programming for hearing impaired children. While funding is a general concern, the specific options available differ from place to place and thus could not be included in a national "common core" of items.

At about the time these ideas were being developed internally at the ODS, the State Director of Education for the Deaf in Texas, Mr. Gary A. Curtis, began to speak with the director of the ODS about making greater use of the potential of the Texas portion of the ODS national data base for program management purposes. It quickly became apparent that, while much of use to Texas could be (and was) developed from existing data files, the real need was for the development of just such a system as the ODS staff had been discussing, a system which went beyond the topics included in the national Annual Survey activities. After these preliminary discussions, the ODS staff began to develop the specifics of a proposal for a Texas state data system, while Gary Curtis and his staff at the Texas Education Agency began to define their own needs more clearly and began to search for means of funding such a system.

The expression of the need for such a system took the form of a document entitled, "A Systems Design Project for Collection, Retrieval, and Analysis of Educationally Salient Student Data," which constitutes Chapter 2 of this publication. The process of merging this statement of need with the possibilities and limitations of the ODS data system led to a formal contract between the Texas Education Agency and the Office of Demographic Studies of Gallaudet College, a copy of which is included as Appendix 5 to this report. The funding mechanism was to be the use of state administrative funds from P.L. 89-313, Title I, to cover the "excess costs" of such a state data system, over and above the costs which Gallaudet College had already assumed over the years since 1968 for the inclusion of Texas educational programs in the national Annual Survey. The contract was signed and the project got underway on September 1, 1976.

The project was welcomed by the ODS staff, not only for its own merits and for the potential contribution it might make to the improvement of educational services for children in Texas, but also because it would allow the staff to become much more closely involved with the specifics and details of educating hearing impaired children in a particular locale (albeit a large locale). One of the limitations of national studies is that the demands of the broad scope and sheer size of the studies preclude detailed familiarity with any one program or subset of programs within the national total of approximately 1,050 schools or districts which offer special educational services to hearing impaired children. The Texas survey offered exactly the opposite. Through telephone calls, letters, and reasonably frequent personal visits to statewide meetings in Texas, ODS staff were able far more easily to understand the demands of the survey on local educators and thus to modify the questionnaire items and the data collection procedures to minimize the excess burden on those whose main responsibility is to teach children. At the same time, the close and frequent contact of Texas educators with ODS staff allowed them to see more clearly than before the human scale of what had previously seemed a huge, impersonal, technological machine. This

reciprocal contact and humanizing of an otherwise potentially alienating experience for all parties involved may be one of the most important values of the project. It is an attempt, at least, to see what positive results can emerge when human beings whose work is research and data analysis join forces with other human beings whose work is teaching hearing impaired children, to make the high technology of computers and machines do service to children who cannot hear and to those to whose care they are entrusted.

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CHAPTER 2
The Texas Perspective: A Systems Design Project For Collection, Retrieval, and Analysis of Educationally Salient Student Data (Texas State Data System for the Hearing Impaired)

Robert Johnson
Texas Education Agency

The purpose of this project will be to provide, through developmental funding, the expert assistance and advice of the Office of Demographic Studies, Gallaudet College, to the Office of Education for the Deaf, Texas Education Agency, in designing and implementing a comprehensive pupil data system for all deaf pupils enrolled in regional day schools for the deaf in Texas.

Needs Assessment

The need for objective comparative data on pupils with which to gauge, evaluate, and adjust program impacts upon student learner goals has been validated at the federal, state agency, and program levels.

The federal emphasis on collecting objective data for evaluation has been particularly stressed in connection with Title I, 89-313 projects. The Educational Amendments of 1974 (P.L. 98-380) contain the following mandates:

"Sec. 151. (a) The Commissioner shall provide for independent evaluations which describe and measure the impact of programs and projects assisted under this title. Such evaluations may be provided by contract or other arrangements, and all such evaluations shall be made by competent and independent persons, and shall include, whenever possible, opinions obtained from program or project participants about the strengths and weaknesses of such programs or projects. . .

"(c) The Commissioner shall, where appropriate, consult with State agencies in order to provide for jointly sponsored objective evaluation studies of programs and projects assisted under this title within a State. . .

"(e) The Commissioner shall provide such technical and other assistance as may be necessary to State educational agencies to enable them to assist local educational agencies in the development and application of a systematic evaluation of programs in accordance with the models developed by the Commissioner.

"(f) The models developed by the Commissioner shall specify objective criteria which shall be utilized in the evaluation of all programs and shall outline techniques (such as longitudinal studies of children involved in such programs) and methodology (such as the use of tests which yield comparable results) for producing data which are comparable on a statewide and nationwide basis."

This project will address the need for objective data on all pupils who are enrolled in the Regional Day School Program for the Deaf and who are thus a focal point for Title I educational enrichment efforts.

The State Board of Education of Texas has also stressed the need for objective pupil data for management and accountability purposes. The importance of the need for such data is manifest within two of the ten priorities underpinning the State Board's Goals for Public School Education in Texas. In terms of the Board's priority on accountability, the Texas Education Agency is pledged to "design and conduct appropriate

studies which result in a report to the State Board of Education on the performance of the public school system and its costs," and to "provide planning, budgeting, and evaluation assistance including assistance in developing and improving the electronic data processing capabilities as part of a management information system." The State Board has also directed the Texas Education Agency to give priority attention to a management information system which will include "the development of the Student Information System."

The Office of Education for the Deaf understands that the high importance the State Board attaches to meeting objective data needs applies perforce to regional programs for deaf students. Unlike regular school district programs, the Regional Day School Program for the Deaf is financed exclusively from state rather than local tax revenues; this places greater accountability responsibility for the performance of LEA's funded by the regional day school programs upon the Texas Education Agency. Moreover, the range and complexity of important student variables among deaf students make objective data unusually crucial to intelligent planning and evaluation of these programs.

At the specific program level of the Regional Day School Program for the Deaf, the need to develop an accountability system based upon objective data was stressed within a recently completed one-year study of the administrative strengths and weaknesses of educational programming for deaf students in Texas. This study, conducted by Program Research and Evaluation, Inc. (PRES, Inc.), concluded that since the regional program was state-financed and competed for legislative appropriations with many worthwhile programs, it would be necessary to develop a data system to permit an objective accounting not only for program inputs, but also for such key program results as learner outcomes. Echoing viewpoints shared by national authorities, the State Board of Education, and TEA's Office of Program Planning and Evaluation, the PRES study observes that "historically, educators have relied only upon measures of inputs, e.g., average expenditures per pupil, average teacher salaries, teacher-pupil ratios, books in the library, etc. The current need," the study continues, "is to shift the emphasis toward . . . workloads and unit costs of activities, which serve efficiency considerations internal to program management; and to performance measures of end results and impacts (effectiveness)." The pupil data system to be developed through this project will aid in meeting this need.

The system will be so developed as to allow retrieval of educationally salient demographic variables on all enrolled pupils at the local, regional, or state levels. It will allow comparisons of student characteristics between programs and regions, and for longitudinal comparisons over time; and it will form the data base upon which a standardized, norm-referenced and/or criterion-based student achievement testing program may be superimposed and rendered meaningful. As uniform data on learner outcomes become available, this will provide a heretofore unavailable objective measure of program progress in meeting student needs.

To avoid the hazards and constraints associated with carrying out valid assessments of educational projects, the extensive experience and expertise of the Office of Demographic Studies, Gallaudet College, will add great strength to the development of the data system. Methodological considerations will also be informed by the prototype models for valid assessments recently developed for the U.S. Office of Education, Office of Planning, Budgeting, and Evaluation (Tallmadge & Horst, 1974; Horst, Tallmadge, & Wood, 1975).[1]

Pursuant to the development of a well-designed system, this proposal provides consultancy and incidental fees to the Office of Demographic Studies for assistance to the Office of Education for the Deaf in the following areas:

1. Project supervision, report writing, systems design, computer programming, etc.
2. Consultancy with state, regional, and local staff of the Regional Day School Program for the Deaf.
3. Printing of data forms.
4. Data handling and processing for approximately 3,500 students, including editing, coding, verification, quality control, follow-up, and preparation of data file.

Educational and Supplementary Services

An independent one-year management study of the Regional Day School Program for the Deaf has confirmed the need for an objective pupil data system on students in the regional day school program.

The Office of Demographic Studies (ODS), Gallaudet College, is uniquely qualified to provide expert advice on the design and implementation of a comprehensive data system. Since 1968, the ODS has conducted the Annual Survey of Hearing Impaired Children and Youth. The results of these surveys, published as a series of scholarly monographs, provide the best available statistical profile of the deaf student population in the United States. In addition, ODS has extensive research experience in the adaptation and interpretation of the Stanford Achievement Test for hearing impaired students. No other comparable test exists. In 1974, the test was nationally standardized on 6,871 deaf students aged 8-20. It is machine-scorable through the publisher using special programs developed by ODS; and various output products, ranging from the individual results on students, to data on the classroom, school, region, and state, can be provided for comparative analysis.

The data-handling capacity of ODS is very fast and efficient. Computer facilities are a Digital Equipment Corporation PDP-10 time-sharing system with KL-10 central processor having approximately 256K core, four magnetic tape drives offering both 800 bpi and

1600 bpi speeds, four dec-tape drives, and five disk drives. Disk storage space allocated to the ODS provides significant reserve capacity with 30,000 blocks log-off capacity. Computer output is currently possible by using the Statistical Package for the Social Sciences or by tailor-written programs that the ODS programming staff does routinely. In short, there is no doubt that ODS can handle the state data system for the Regional Day School Program for the Deaf quickly and flexibly once established.

To establish the Texas State Data System for the Hearing Impaired, this project provides for the following contracted services and associated costs of the Office of Demographic Studies:

Data handling & processing, estimated 3,500 students (includes editing, coding, verification, quality control, follow-up, preparation of data file)

Senior staff time, including project supervision and report writing, systems design, programming, etc.

Travel (three trips D.C. to Austin)

Printing of data forms

Office supplies & miscellaneous (includes postage, mailing & return envelopes, cover letters & instruction manuals, etc., long distance telephone charges, photocopying, use of other office machines, general office supplies, etc.).

Size, Scope, and Quality

The basic developmental aim of the project during the year under consideration will be to design the comprehensive data system and to collect "core" demographic variables on the approximately 3,500 students enrolled in the Texas Regional Day School Program for the Deaf.

The core pupil data will include:

1. Name, sex, and age of pupil; address; and other distinctive identifiers
2. Identity and category of regional day school program attended
3. Audiological findings
4. Age at onset of hearing loss
5. Cause of hearing loss
6. Additional handicapping conditions
7. Ethnic background
8. Additional variables which program administrators decide are needed for pupil assessment or management purposes.

The manual process of collecting and processing the data at the local, district, and regional levels will be handled by Regional Day School Program for the Deaf staff and financed from the basic state funding of the program. Data verification and quality control will be a shared responsibility of the Office of Demographic Studies and regular program staff.

Child-Centered Objectives

Many educational management decisions are based upon professional judgments which are substantially subjective in nature. By collecting and comparing objective data on educationally significant demographic variables and academic achievement, managers can test their judgments more systematically and can increasingly objectify their priorities. By the same token, educational planners have noted the prevailing tendency among educational managers to focus attention upon and to reference their priorities to institutional processes which are at best intermediate to the actual learner outcomes experienced by pupils. Objective pupil data which can routinely be retrieved, displayed, and compared counteracts this tendency and shifts the focus directly to the pupil and his educational gains.

Job Descriptions and Qualifications

No additional staff is needed for this project.

Coordination with Local, State, and Other Federal Efforts

The Office of Education for the Deaf has an extensive coordination system in place for intrastate planning and exchange of information among its fifty-two local programs and its five regions. The Office of Demographic Studies has received ongoing federal support, and the Texas Data System, when perfected, will doubtlessly provide a planning model for other state efforts.

With the development of the data system, every effort will be made to utilize such technical assistance and models as the U.S. Commissioner of Education may recommend for the systematic evaluation of program components within the Regional Day School Program for the Deaf.

Evaluation

The utility of the products or outputs of the data system will be tested continuously at the local, regional, and state planning levels. Intelligent modification and refinement of the data system will depend upon this scrutiny. The Office of Education for the Deaf has adopted uniform evaluation standards against which programs annually assess their needs. A regular evaluation of the data system's utility and impact on decision-making can be readily incorporated into this cycle.

Dissemination

The output products of the system will be regularly disseminated to local programs and regional Offices of Education for the Deaf. Reports on the system's overall functioning will be made available through the State Director of Education for the Deaf.

Budget

The associated costs of local, regional, and state office staff time devoted to supporting this endeavor will be borne from the state funding sources of the Regional Day School Program for the Deaf. Federal Title I, P.L.

89-313 funds, will provide financial support for the expert assistance needed from the Office of Demographic Studies, Gallaudet College. Application of the requested funds, which are to cover the incremental costs of this project, beyond the costs regularly applied by the Office of Demographic Studies to the Texas portion of its national studies, is projected below.

(1) *Staff costs* Provides for data handling and processing of an estimated 3,500 student records, including editing, coding, verification, quality control, follow-up, preparation of data file, systems design and programming, project supervision, and report writing.	$ 7,750
(2) *Use of equipment, supplies, and services* Provides for data forms, postage and handling, travel to statewide meetings and planning sessions, unlimited 2-way telephone service between ODS and Texas, and use of office equipment and supplies.	2,875
(3) *Indirect costs* Provides for all other administrative and overhead costs of Gallaudet College not otherwise budgeted.	2,125
(4) TOTAL PROJECT COST CHARGEABLE TO TITLE I	$12,750

Tallmadge, G. K., & Horst, D. P. *A procedural guide for validating achievement gains in educational projects* (Revised). (Technical Report No. UR-240). Los Altos, Calif.: RMC Research Corporation, December 1974.

Horst, D. P., Tallmadge, G. K., & Wood, C. T. *A practical guide to measuring project impact on student achievement* (Report 573-586), Washington, D.C.: U.S. Government Printing Office, 1975.

CHAPTER 3
The Project Final Report

Brenda W. Rawlings
Raymond J. Trybus
Office of Demographic Studies

Overview and Chronology

The Texas State Survey of Hearing Impaired Children and Youth is a project which was conducted by the Office of Demographic Studies, Gallaudet College, Washington, D.C., on contract to the Texas Education Agency, Office of Education for the Deaf, Austin, Texas. The purpose of the project is to establish a pupil data management information system to support and improve services rendered to hearing impaired children throughout the State.

The project involved the collection of a wide variety of educationally salient items of information on every hearing impaired child in Texas who is receiving publicly funded special education services. The specific information requested for each student is shown on the student data form, a copy of which is included in Appendix 1. A total of 4,384 individual student record forms was received, and the data entered onto disk memory and computer storage tape by means of an on-line interactive data entry, verifying, and coding program using cathode ray tube (CRT) terminals located at the Office of Demographic Studies.

This computerized file was then used as the data base from which all analyses were done. The first reports to be produced from this data file were the "Individual Student Reports," a sample of which is given in Appendix 2; these provided a summary of the information submitted for each student and were distributed to the appropriate school administrators and the respective regional superintendents. Appendix 2 also contains a sample of the "Quality of Data Reports" which summarized the percentage of non-responses for particular questionnaire items for which data were sought. These were tabulated on a school-wide basis, and each regional superintendent received copies for his school programs. The "Reporting Source Summaries" prepared for each school provided, as the name implies, a summary of the information supplied by the individual school. For purposes of comparison, summary data for the region of Texas in which the school is located, for the entire state and for the nation were also provided on the print-out. A sample of this type of report is also included in Appendix 2.

An analysis of the data by each of the five regions, Central, Gulf Coast, North, South, and West-Panhandle, is presented in a following section of this report. Further analyses of the data broken down by the age of the students, the ethnic background of the children, and according to which professional person reviewed the information submitted on the questionnaires are presently underway and will be available in the early fall.

In addition to the basic demographic analyses of pupil data, the Office of Demographic Studies was asked to address the issue of including regular standardized student testing as part of future data collection activities. In considering this question the Office of Demographic Studies wanted to examine the relationship between the Stanford Achievement Test items and the educational objectives listed in the Texas Education Agency curriculum report, *Developmental Language Centered Curriculum for Hearing Impaired Children (Scope and Sequence)*. Assuming that there may be substantial overlap of the curriculum and test items, it would then be possible without too much difficulty to record both norm-referenced and criterion-referenced information as an output report for a child who has taken the Stanford Achievement Test.

A project which will involve comparing the behavioral objectives in the *Scope and Sequence* with the instructional objectives for each of the Stanford items is in progress, and the Office of Demographic Studies will prepare a report relating the extent to which the Texas curriculum and the Stanford items overlap at a later date.

As with many projects of this scope this project did not meet its deadline exactly. Part of the problem was

due to the fact that a number of programs were extremely late in returning their forms for processing to the Office of Demographic Studies. The final report is therefore correspondingly later than its original schedule.

A summary of the project chronology follows:

Date	Event
9/1/76	Contract for Year I signed by Gallaudet College and Texas Education Agency
9/16 & 17/76	ODS representative discusses project plans at statewide coordinating conference, Austin, Texas
10/26/76 -1/17/77	Development and printing of data collection forms
11/5/76	First interim progress report
11/11/76	Informational mailing to all schools to be included in Texas State Survey, describing procedures, purposes, and schedules
1/25/77	Data collection forms sent to all schools involved
2/28/77	Deadline for schools to return data forms to regional superintendents
3/10/77	Deadline for regional superintendents to forward data forms to ODS
4/8/77	Actual date of receipt of complete returns from four of the five regions
4/18 & 19/77	ODS representative meets in Austin, Texas, with TEA representatives to review project progress and plan output reports
5/28/77	Actual date of receipt of complete returns from the 5th region
5/29/77	Completion of data processing at ODS
6/14/77	Second interim progress report, with preliminary study results
6/17/77	Individual Student Reports sent to schools and TEA staff
7/8/77	Quality of Data Reports sent to schools and TEA staff
7/29/77	Reporting Source Summary Reports sent to schools and TEA staff
8/15/77	Project final report submitted to TEA
9/1/77	Year II contract signed by Gallaudet College and TEA

A project of the scope of the Texas State Survey necessarily generates multiple output products. A listing of the major tangible products is as follows:

(1) Basic Data Form, Texas State Survey of Hearing Impaired Children and Youth
(2) Computerized data file of information on 4,384 hearing impaired children enrolled in 71 special educational programs in the state
(3) 213 Quality of Data Reports (one for each of 71 programs, plus copies of each to the appropriate regional superintendent and to the state central Office of Education for the Deaf)
(4) 213 Reporting Source Summary Reports (same distribution as above)
(5) 13,152 Individual Student Reports (report for each of 4,384 students with one copy each to local program heads, regional superintendents, and state central Office of Education for the Deaf)
(6) Two interim progress reports to state central office
(7) Project Final Report to state central office, which was copied and distributed to regional superintendents and local program heads
(8) Report, on request from Central Region, of numbers of multiply handicapped hearing impaired children at each school in the region, with specification of types of handicaps involved
(9) Report, on request from Regional Deaf-Blind Center, for numbers and locations of all hearing impaired children in the state with visual problems of whatever nature and degree
(10) This nationally distributed "Special Report," detailing project history, findings, and impact on educational program management in the state
(11) Future reports, on request from local programs, regional superintendents, state central office, and other sources, for additional analyses and recommendations needed for a variety of planning, monitoring, and evaluation purposes.

Data Sources and Methodology

In November of 1976, all special educational programs for hearing impaired children in Texas which received public funding through the state Office of Education for the Deaf were contacted by the ODS with information about the establishment of the Texas State Survey. A copy of the information memorandum is included in Appendix 1.

The next step was the preparation of a master program mailing address list for purposes of the state survey. The Texas Education Agency supplied a list of 63 special education programs serving hearing impaired children with public funds. In addition to these, the ODS had names and addresses of 19 other programs which appeared to be additional publicly funded special educational programs for hearing impaired children in the state. Contact with these 82 sources indicated that 6 of the 19 additional names supplied by ODS were duplicates, under slightly different names, of programs included in the TEA list, while the other 13 names supplied by ODS were in fact additional publicly funded programs. The maximum potential number of programs

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for the Texas State Survey was therefore 76. The final participation status of these 76 programs was as follows:

SUMMARY OF PARTICIPATION BY PROGRAMS IN THE TEXAS STATE SURVEY OF HEARING IMPAIRED CHILDREN AND YOUTH, 1976-77

Status	Texas Education Agency List	Demographic Studies Supplemental List	Total
Total Contacted	63	13	76
Total Participating	63	8	71
No Response to Survey	—	4	4
Reported No Hearing Impaired Students in 1976-77 school year	—	1	1

In January of 1977, the 76 programs were again contacted, provided with a supply of "Basic Data Forms," and formally asked to submit information about each of the hearing impaired students enrolled in their program. Copies of the explanatory letter, of a response form, and of the "Basic Data Form" are included in Appendix 1. Since most of the 76 programs had previously been participants in the national Annual Survey of Hearing Impaired Children and Youth, they did not need to resupply information already provided to the ODS. A computer-printed label was affixed to a copy of the "Basic Data Form" for each previously reported child, listing the information already on file. Program personnel were then asked to respond only to other questionnaire items not previously supplied, unless the prior information was in error or required updating. For children not previously reported to the Annual Survey, the "Basic Data Form" included no computer-printed label, and all items were to be supplied by the school personnel.

School personnel were asked to submit a completed data form for each child to the regional superintendent by February 28, 1977; regional superintendents in turn were to forward the materials to ODS by March 10, 1977. This intermediate step was included in order to provide a monitoring checkpoint for the regional superintendents and to allow them to initiate local follow-up efforts with school programs in the region whose returns were incomplete or late in arriving. As the chronology presented earlier indicated, the actual schedule extended well beyond the deadlines, and complete returns for the state were not received until the end of May, thus delaying the remainder of the project substantially.

Upon completion of the data processing, three sets of reports were prepared for return to the local schools, the regional superintendents, and the state central office personnel, before analysis of the state and regional master data file was begun. Each of these will be described briefly below, while samples of the actual reports and accompanying materials are contained in Appendix 2.

Individual student report. The first output product was this computer-printed report which summarizes, on one page, all the information supplied originally on the Basic Data Form. This one page, kept in a child's central record folder, provides the most essential information needed to develop an educational plan based on the needs of the particular child (I.E.P. or individualized educational plan). It also serves as a permanent record of what information was supplied to the state survey for the given year, and can be used as the major source from which to draw information needed for staff meetings, research and evaluation projects at the particular school, and similar uses. Copies of these reports were provided to regional superintendents and to the state central office staff so that they could more adequately fulfill their legislative mandate for coordination and supervision of the services provided to each hearing impaired child in the state system.

Quality of data report. One of the basic concerns of the state administrative personnel, as well as of any research or statistical system, is the completeness of the response to the various questions and items on the data collection forms. The quality of data report generated for each participating school program, therefore, indicated for each item of the Basic Data Form the percentage of records on which the item in question was left blank or unanswered. As indicated on the "Information Sheet" accompanying the sample report in Appendix 2, an acceptable level of missing data was established for each item. If the particular school's percentage of missing data equalled or exceeded the acceptable level, the computer printed the word "**HIGH**" next to the missing data percentage for that item. This report allowed school programs, regional superintendents, and state central office personnel to pinpoint areas of particular weakness in data collection and record-keeping at specific schools, and thus to initiate procedures to increase the quality of service and service documentation where necessary. "Acceptable" levels of missing data were established empirically, where possible, based on previous national or Texas state rates for missing data on the item in question. Where new items were used, where no past

empirical rates of missing data were available, a rate of 10% was established as "acceptable." This definition of "acceptable" was a pragmatic decision, taking into account that the project was in its first years. "Acceptable" levels will be reduced in subsequent years, with the goal of bringing all missing data rates as close to 0% as possible within a few years.

Reporting source summary reports. This report, prepared for each participating school program, displayed the distribution of 16 student characteristics (age, sex, degree of hearing loss, etc.) for the specified program as compared with the distribution for all hearing impaired children in the same region of Texas, in the state as a whole, and with national distributions for items where this information was available. (The somewhat cumbersome term, "reporting source," is used because the source which reports data to the ODS is sometimes an individual school, sometimes a cluster of schools, sometimes a school district, sometimes an intermediate unit, etc., making it inappropriate to use any other generic term than "reporting source"). Since evaluation or monitoring of programs involves determining whether or not the available personnel, facilities, and services are adequate to meet the needs of the children enrolled, this report summarizes the characteristics of the children (thus defining, by implication, their educational needs) enrolled in a school or system, and highlights areas in which children in a particular program differ markedly from children in general throughout a region, the state, or the nation. These differences define areas of concern in which personnel, facilities, and services may need to be different in some way from the typical or average situation in these relevant comparison groups. As with the other reports, these statistical summaries were provided to state central office personnel and regional superintendents as well as to local program heads, in order to establish a shared, empirical base of information for planning future development of needed personnel, facilities, and services in the various localities.

Throughout these contact, data collection, and follow-up procedures, it was apparent from the conversations ODS staff members held with program administrators, teaching personnel, and secretarial and support staff, that awareness of the project and its purposes was widespread and generally shared, as was support for this effort. The state central office staff of the Office of Education for the Deaf and the regional superintendents with their staffs clearly did an admirable and effective job of publicizing, promoting, and generating support for this statewide project.

Statewide and Regional Findings

As is implied by the name, "Regional Day School Program for the Deaf," administration of special education services for hearing impaired children in Texas is

Figure A. Texas Regional Day School Program for the Deaf: Administrative Areas

conducted by regions. The five regions for this purpose are shown in Figure A and are used in this section for the analysis of data derived from the statewide survey, both because each region reflects different conditions and populations, and because administrative actions which may be required for program change or improvement based on the survey findings will occur through the regional administrative structure. The regions are obviously unequal in geographical size and, as the table below indicates, they are unequal in size of student enrollment as well.

NUMBER OF SCHOOL PROGRAMS AND STUDENT ENROLLMENTS BY REGION, STATE OF TEXAS, 1976-77

Region	Number of Programs	Number of Students
TEXAS STATE TOTAL	71	4,384
Central Region	33	1,533
Gulf Coast Region	8	830
North Region	16	929
South Region	9	676
West-Panhandle Region	5	416

The remainder of this section will present tables showing the basic findings of the 1976-77 Texas State Survey, by region and for the entire state, along with textual commentary to draw attention to particularly important points. Since the data involved here constitute the entire population of interest, that is, hearing impaired children receiving publicly funded special education services, the use of statistical tests of significance is not appropriate, strictly speaking. However, if chi-square tests are applied to the tables presented here, all but a handful of the region-to-region differences are statistically significant, almost all beyond the .0001 level. This situation is frequently encountered with significance tests of this kind when the number of cases involved is very large as it is here (N = 4,384). The point is that regional differences must be viewed from the standpoint of educational significance, rather than from the irrelevant perspective of statistical differences.

Ethnic Background. Table 1 shows regional differences in the ethnic or racial background of the students. Since it was possible for more than one catagory to be checked, the total will not necessarily add up to 100%. The differences are substantial, with the percentage of white children varying from 32% in the South Region to 68% in the North. The opposite pattern was found for children of Hispanic origin, as they constituted 61% of enrollments in the South Region, as against 10% in the North. Black enrollments also varied from a low of 7% in the South to 29% in the Gulf Coast (Houston) area.

Age at Onset of the Hearing Loss. As Table 2 shows, the largest regional differences are in the frequency of occurrence of "unknown age at onset" as a response, varying from 14% to 36%; the national average is 27% unknown. With the unknowns excluded, regional differences are negligible, with rates varying from 91% to 94% for onset before the third birthday.

TABLE 1: PERCENTAGE DISTRIBUTION OF ETHNIC BACKGROUND OF HEARING IMPAIRED STUDENTS BY REGION, 1976-77

	Regions					
Ethnic Background*	Central	Gulf Coast	North	South	West-Panhandle	State Total
White	62%	55%	68%	32%	51%	56%
Black	17	29	20	7	9	18
Hispanic	20	15	10	61	39	25
Indian	0	1	1	0	0	0.3
Oriental	0.3	0.5	0.2	0.4	1.4	0.4
Other	0.3	0.6	0.2	0.3	0.2	0.3

*These percentages will not necessarily add to 100 percent as children may have had more than one ethnic background reported.

TABLE 2: PERCENTAGE DISTRIBUTION OF AGE AT ONSET OF HEARING LOSS OF HEARING IMPAIRED STUDENTS BY REGION, 1976-77

	Regions					
Age at Onset of Hearing Loss	Central	Gulf Coast	North	South	West-Panhandle	State Total
Onset Unknown	36%	24%	27%	17%	14%	27%
Total Known Information	100%*	100%*	100%*	100%*	100%*	100%*
Onset Before 3 Years of Age	91	92	94	94	93	93
Onset 3 Years of Age & Above	9	8	6	6	7	7

*Excludes those for whom data were not reported.

TABLE 3: PERCENTAGE DISTRIBUTION OF CAUSE OF HEARING LOSS OF HEARING IMPAIRED STUDENTS BY REGION, 1976-77

Cause of Hearing Loss*	Regions					State Total
	Central	Gulf Coast	North	South	West-Panhandle	
Causes At Birth						
Rubella	13%	22%	17%	21%	12%	17%
Pregnancy Complications	2	3	3	3	5	3
Prematurity	3	4	3	4	3	3
Rh Incompatibility	2	2	1	2	5	2
Birth Trauma	1	2	3	2	4	2
Heredity	8	6	10	7	20	9
Causes After Birth						
Meningitis	5	7	9	4	9	6
Mumps	1	1	1	0	1	1
Measles	2	2	1	3	3	2
Otitis Media	8	2	1	0	2	4
Trauma	2	1	1	1	1	1
High Fever	3	5	4	5	5	4
Infection	5	3	2	3	5	3
Other	6	5	5	4	6	5
Causes Not Determined	27	19	21	32	16	24

*These percentages will not necessarily add to 100 percent as children may have had more than a single cause of loss reported.

Reported Cause of the Hearing Loss. The most interesting regional differences in the reported causes of hearing loss occur in the case of maternal rubella, where rates vary from 12% to 22% (highest in the South and Gulf Coast), heredity, which is twice as high in the West-Panhandle (20%) as in the next nearest region (North, reporting 10%), and otitis media, which is four or more times as high in Central Region (8%) as in any of the other regions. Regional differences also occur in the rate of unknown, unreported, or undetermined causes, which vary from 16% to 32% across regions. These rates, however, are substantially below national figures, which show 47% with unknown, unreported, or undetermined causes. The need is obvious both for close liaison with public health officials for monitoring and preventive measures and for further investigation of the methods (and their quality) by which schools obtain information on the cause of a child's hearing loss.

Degree of Hearing Loss. The degree of hearing loss is reported as the average loss in decibels in the better ear, averaged across the speech range (500, 1,000, and 2,000 Hz), via pure-tone audiometry, using the ISO standard. In cases where an audiogram was incomplete or in which audiometric results were not available, data sources were asked to provide the best available estimate of the student's loss, using the category ranges of Table 4. Since the distribution of these reports was very close to the distribution obtained from actual, complete audiometric data, all available data were included in Table 4. Central Region was most notably different from the other regions, with a much higher proportion of children with mild to moderate losses: 29% of chil-

TABLE 4: PERCENTAGE DISTRIBUTION BY HEARING THRESHOLD LEVELS OF HEARING IMPAIRED STUDENTS BY REGION, 1976-77

Better Ear Average*	Regions					State Total
	Central	Gulf Coast	North	South	West-Panhandle	
TOTAL	100%	100%	100%	100%	100%	100%
Under 27 dB	18	4	3	3	2	8
27-40 dB	11	5	5	3	8	7
41-55 dB	7	8	8	9	15	8
56-70 dB	9	16	11	19	16	13
71-90 dB	18	25	18	28	23	21
91 dB & Above	34	40	41	38	35	37
Not Reported	4	2	16	1	1	5

*Computed at 500, 1000, 2000 Hz, ISO

TABLE 5: PERCENTAGE DISTRIBUTION BY RECENCY OF AUDIOLOGICAL EXAMINATION OF HEARING IMPAIRED STUDENTS BY REGION, 1976-77

	Regions					
Year of Audiological Examination	Central	Gulf Coast	North	South	West-Panhandle	State Total
TOTAL	100%	100%	100%	100%	100%	100%
1977	7	2	4	5	10	5
1976	36	32	34	39	55	37
1975	32	35	26	32	15	30
1974 or Earlier	9	20	15	17	15	14
Not Reported	16	11	21	7	5	14

TABLE 6: PERCENTAGE DISTRIBUTION OF CURRENT HEARING AID USE OF HEARING IMPAIRED STUDENTS BY REGION, 1976-77

	Regions					
Current Hearing Aid Use	Central	Gulf Coast	North	South	West-Panhandle	State Total
TOTAL	100%	100%	100%	100%	100%	100%
Uses Aid	48	68	67	70	81	62
Does Not Use Aid	45	26	11	28	17	29
Not Reported	7	6	22	2	2	9

dren in the Central Region had losses of 40 dB or less, as compared to 6-10% in the other four regions. Central Region thus also had the lowest proportion of students (34%) with losses of 91 dB or greater. In this case, however, percentages alone can be misleading, since the exceptionally large enrollment in Central Region means that it has both more children with under-41 dB losses *and* more children with losses of 91 dB and above, than any other region.

Recency of Audiometric Examination. An important element in monitoring the adequacy of services is an examination of the recency of the audiometric data available on the children. This information is provided in Table 5, which shows regional variations from 34% to 65% in audiometric assessments having been done in 1976-77 (remembering that survey forms were returned in spring of 1977).

Current Use of Hearing Aid. Obviously, a variety of questions is important with respect to hearing aid use, including the type of aid, the extent of use, the quality of the batteries, the appropriateness of the aid to the individual's loss, etc. However, for overall monitoring purposes, this first survey asked simply whether or not the child currently wears a personal hearing aid. There were substantial regional differences in the responses, ranging from a low of 48% to a high of 81% reporting current use of a personal hearing aid, as can be seen from an examination of Table 6.

Additional Handicapping Conditions. As in the national Annual Survey, schools were asked to report what, if any, additional handicapping conditions each child exhibited to an educationally significant degree. Official state definitions of each condition were provided, which included the requirement that medical conditions be diagnosed by appropriate medical personnel, and other conditions such as mental retardation and emotional disturbance should be diagnosed by other appropriate assessment personnel. Table 7 presents the results of this portion of the survey. The proportion of children explicitly reported as having *no* additional handicapping conditions beyond the hearing loss ranged from 56% in the North Region to 79% in the South. Mental retardation and specific learning disabilities were the most frequently reported conditions statewide (each at 5%), but the rates of these two conditions varied significantly from region to region. Mental retardation was reported for 6% of the children in the Central and North Regions, but only for 1% of the children in the West-Panhandle Region. Specific learning disabilities ranged from 3% in the North Region to 7% in the Central and Gulf Coast Regions. This is an area which warrants further study, with special attention to variations in diagnostic methods and personnel from region to region.

Type of Educational Program. The survey paid special attention to definition of the nature and extent of the special educational services provided to each child, the results of which are presented in Table 8. The distributions are necessarily very different, since only Central Region contains the state residential school, which enrolls 42% of the children in that region. Even so, the Central Region also makes the greatest use of itinerant services, resource rooms, and placement in regular classes with follow-up services only. This is

presumably related to the fact, already noted, that Central Region has the highest proportion of children with mild-to-moderate hearing losses. The Gulf Coast and North Regions rely primarily on their Regional Day Schools for the Deaf, while the South and West-Panhandle Regions make greatest use of full-time special classes for hearing impaired children in the local public schools.

Units for Multiply Handicapped Children. As shown in Table 9, only a small proportion of children in each region received their educational services within a special unit designed for multiply handicapped children,

TABLE 7: PERCENTAGE DISTRIBUTION OF ADDITIONAL HANDICAPPING CONDITIONS OF HEARING IMPAIRED STUDENTS BY REGION, 1976-77

	Regions					
Additional Handicapping Condition	**Central**	**Gulf Coast**	**North**	**South**	**West-Panhandle**	**State Total**
Students with No Additional Handicapping Conditions	69%	68%	56%	79%	77%	68%
Specific Handicaps*						
Uncorrected Visual Problems	2%	4%	1%	3%	2%	2%
Legal Blindness	2	1	2	2	1	2
Brain Damage	1	1	2	1	2	1
Epilepsy	1	1	1	1	2	1
Orthopedic	1	1	1	2	2	1
Cerebral Palsy	2	3	3	2	4	2
Heart Disorder	1	2	2	2	2	2
Other Health	1	2	3	2	4	2
Mental Retardation	6	5	6	3	1	5
Emotional/Behavioral Problem	3	5	3	3	4	3
Specific Learning Disability	7	7	3	5	4	5
Other	2	3	1	2	1	2

*These percents are based on total number of students in each region. These will not necessarily add to 100 percent as children may have had more than one additional handicap.

TABLE 8: PERCENTAGE DISTRIBUTION OF TYPE OF EDUCATIONAL PROGRAM ATTENDED BY HEARING IMPAIRED STUDENTS BY REGION, 1976-77

	Regions					
Type of Program*	**Central**	**Gulf Coast**	**North**	**South**	**West-Panhandle**	**State Total**
Residential School	42%	0%	0%	0%	0%	15%
Day School	5	70	70	27	17	35
Day School for Multiply Handicapped Students	1	0	1	0	0	1
Full-time Special Educational Classes	4	10	0	65	63	19
Part-time Special Educational Classes	6	1	0	2	9	4
Class for Multiply Handicapped	1	0	0	0	0	0.3
Itinerant Program	29	14	8	1	10	16
Resource Room	12	4	2	2	2	6
Regular School	14	8	6	2	6	9
Preschool	1	2	2	0	0	1
Parent-Child Program	1	0	3	1	0	1
Speech & Hearing Clinical Services	9	4	2	0	0	4
Other Part-time Special Education	5	1	1	0	0	2

*These percentages will not necessarily add to 100 percent as it was possible a child might be receiving more than one type of service.

with the figures ranging from 1% so served in the West-Panhandle Region to 7% in the North Region. These figures are in reasonable accord with the variations in rates of additional handicapping conditions reported in Table 7. Thus, for example, the North Region reported the lowest proportion of children with no additional handicaps, and also reported the highest proportion of children being served in special units for the multiply handicapped.

Grade Placement. Table 10 shows the distribution of students according to their grade placement in school. Because of the presence of the state residential school, the Central Region shows the highest proportion of high school level students. The South Region makes proportionately the greatest use of ungraded classes. It is important to note that, although Central Region enrolls the smallest *proportion* of preprimary children, its large total enrollment means that it is serving the second largest *number* of children at the preprimary level, second only to the North Region.

Time Integrated with Hearing Peers. Although integration with hearing children is implied in many of the program or service types reported in Table 8, an additional question specifically asking the number of hours per school week the hearing impaired child typically spends integrated with hearing peers was added to ensure adequate comparisons across program types and to account for program variations not reflected in the earlier item. Table 11 presents the responses to this question. Central Region reports the second highest proportion of children who are not integrated at all, and the highest proportion of children who are integrated for more than half the school week (more than 15 hours per week). Again, this reflects the presence in this region of the state residential school, with its older, more profoundly deaf students on the one hand, and the high proportion of children with mild-to-moderate losses on the other.

Source of Educational Funding. The main sources of state funding for special educational services for hearing impaired children in Texas are Senate Bill 803, the Regional Day School Program for the Deaf, the funding provided for the Texas School for the Deaf, and funding through Special Education Plan A, which funds most special education other than that for hearing impaired children. Table 12 shows the sources of funding for hearing impaired children in each region. S.B. 803 is the primary source in all regions, although nearly half of Central Region funding is, of course, provided through the Texas School for the Deaf. Central Region also makes the greatest use of Plan A funding, primarily for children with mild losses who attend regular classes and receive periodic follow-up and assessment services. No source reported receiving funding for any child through the state Department of Mental Health and Mental Retardation, which administers the state schools and hospitals for the mentally retarded.

TABLE 9: PERCENTAGE DISTRIBUTION OF ENROLLMENT IN MULTIPLY HANDICAPPED UNITS OF HEARING IMPAIRED STUDENTS BY REGION, 1976-77

	Regions					
Item	Central	Gulf Coast	North	South	West-Panhandle	State Total
Enrolled in Multiply Handicapped Unit	3%	6%	7%	3%	1%	4%
Not Enrolled in Multiply Handicapped Unit	87	88	73	96	99	87
Not Reported	10	6	20	1	0	9

TABLE 10: PERCENTAGE DISTRIBUTION OF INSTRUCTIONAL LEVELS OF HEARING IMPAIRED STUDENTS BY REGION, 1976-77

	Regions					
Instructional Levels	Central	Gulf Coast	North	South	West-Panhandle	State Total
TOTAL	100%	100%	100%	100%	100%	100%
Preprimary	8	14	18	17	19	14
Elementary	37	52	44	45	47	44
Junior High	20	18	11	18	16	17
High School	29	12	10	11	17	18
Ungraded	2	3	2	8	0	3
Not Reported	3	0	16	0	1	5

TABLE 11: PERCENTAGE DISTRIBUTION OF PORTION OF CLASSROOM TIME HEARING IMPAIRED STUDENTS ARE INTEGRATED WITH HEARING PEERS BY REGION, 1976-77

Portion of Time Integrated	Regions					State Total
	Central	Gulf Coast	North	South	West-Panhandle	
TOTAL	100%	100%	100%	100%	100%	100%
Not Integrated	45	41	21	56	12	38
Less than 5 Hours/Week	2	14	24	18	27	14
5-10 Hours/Week	5	20	15	18	24	14
11-15 Hours/Week	6	6	6	2	13	6
More than 15 Hours/Week	37	18	14	5	22	22
Not Reported	5	1	21	0	1	7

TABLE 12: PERCENTAGE DISTRIBUTION OF SOURCE OF EDUCATIONAL FUNDING OF HEARING IMPAIRED STUDENTS BY REGION, 1976-77

Source of Funding*	Regions					State Total
	Central	Gulf Coast	North	South	West-Panhandle	
Regional Day School for the Deaf (S.B. 803)	49%	93%	83%	95%	96%	76%
Texas School for the Deaf	42	0	0	0	0.2	15
Special Education (Plan A)	13	1	3	0	2	6
Texas Dept. of M.H. & M.R.	0	0	0	0	0	0
Other Sources	1	4	2	5	1	2

*These will not necessarily add to 100% as more than one funding source could be checked for each child.

TABLE 13: PERCENTAGE DISTRIBUTION OF AGE OF HEARING IMPAIRED STUDENTS WHEN FIRST RECEIVED SPECIAL EDUCATIONAL SERVICES ACCORDING TO REGION, 1976-77

Age Received First Special Services	Regions					State Total
	Central	Gulf Coast	North	South	West-Panhandle	
First Services Received Before Age 6	30%	43%	43%	40%	51%	39%
First Services Age 6 or Later	47	31	20	29	41	35
Data Not Reported	23	26	37	31	8	26

Age When Special Education Services Were First Received. Since much of the special education literature emphasizes the importance of early provision of services to hearing impaired children, the state survey asked the age at which each child first received special education services. While West-Panhandle records were quite complete in this regard, the other regions did not know the age at which the child was first served in more than one-fourth of the cases. Table 13 shows that the proportion of children who were known to have received services of some kind before the sixth birthday varied from a low of 30% to a high of 51%.

Previous School Enrollment. To assess the impact of the establishment of the Regional Day School Program for the Deaf on the location in which a hearing impaired child received educational services, the survey asked, for each child, whether she or he had been enrolled in some other type of school program immediately prior to enrollment in the current program; the nature of the previous program was also asked, but those data are complex to report and are not included here. Table 14 shows that, statewide, almost one-fourth of the children had received no other educational services prior to enrollment in their current program; regional figures ranged from 16% to 30% who had received no prior educational services. Not all of these newly enrolled children were very young children receiving their first service at an appropriately early age. More than 500

children aged 10 or above were reported to have received *no* prior educational services before their enrollment through the Regional Day School Program for the Deaf.

Intelligence Test Administered. Another area of pupil assessment which was to be monitored through the state survey is that of intelligence testing. Table 15 shows which tests were used to what extent in the various regions. The overall state results show the WISC, the Leiter, and the Hiskey-Nebraska, in that order, to be the most used tests; this is in accord with national data showing the same order. This order was reversed in the Gulf Coast Region, which made greater use of the Leiter than of the WISC; the other regions followed the state and national pattern. Statewide, 22% of children did not have intelligence test results on file, for one or more of a variety of reasons, including unsuccessful attempts to test and lack of sufficient numbers of assessment personnel to administer these tests to all children; the regional figures ranged from 11% to 36% of children not tested.

Recency of Intelligence Testing. Table 16 shows the year of administration of the reported intelligence test results. In the various regions, 26% to 39% of the children had been administered intelligence tests during 1976 or during the first few months of 1977 prior to return of the survey forms. This contrasts with the 34% to 65% of children who had received audiometric assessments during the same time period. While data on the specific tests administered and the date of administration have been provided, no data on the score results can be provided because of the great variability in reporting of this information on the survey forms. Some programs reported particular I.Q. scores, while others reported probable score ranges, and still others reported only verbal labels such as "average" or "above average." The variations were apparently due to differing points of view of the schools and of the diagnosticians involved as to the desirability of entering actual scores into children's school files. The result, however, is that the available data do not permit any analysis of the scores themselves or of their relationship to other child or program characteristics.

Language Regularly Spoken at Home. The survey inquired as to whether English, Spanish, German, or other languages were regularly spoken in the child's home. (German was included to determine whether use of this language persisted in the various communities, especially in central Texas, which had been settled primarily by German-speaking families.) Table 17 presents the responses to this item, which indicated that German was used in the homes of only 5 hearing impaired children in the state. Usage of English varied from 60% in the South to 90% in the Gulf Coast area, while Spanish usage ranged from 5% in the North Region to 48% in the South. These results are in accordance with the

TABLE 14: PERCENTAGE DISTRIBUTION OF PREVIOUS SCHOOL EXPERIENCE IN ANOTHER EDUCATIONAL PROGRAM BY HEARING IMPAIRED STUDENTS BY REGION, 1976-77

	Regions					
Previous School Program	**Central**	**Gulf Coast**	**North**	**South**	**West-Panhandle**	**State Total**
TOTAL	100%	100%	100%	100%	100%	100%
No Prior Education	24	23	16	30	25	23
Previously Enrolled in Another Program	68	70	68	60	73	68
Data Not Reported	8	7	17	10	2	9

TABLE 15: PERCENTAGE DISTRIBUTION OF INTELLIGENCE TESTS MOST FREQUENTLY ADMINISTERED TO HEARING IMPAIRED STUDENTS BY REGION, 1976-77

	Regions					
Intelligence Tests	**Central**	**Gulf Coast**	**North**	**South**	**West-Panhandle**	**State Total**
TOTAL	100%	100%	100%	100%	100%	100%
WISC	54	29	44	31	48	43
Leiter	9	37	9	12	8	15
Hiskey-Nebraska	5	1	2	8	12	5
Not Reported	20	11	26	36	16	22

ethnic background data reported in Table 1.

Use of Sign Language. The responses to three questions on the use of sign language by the student, in the student's instructional program, and in the student's family, are shown in Table 18. The most striking contrast is between the extent of sign language usage by children and their instructional programs on the one hand (usage ranging from 55% to 91% in the various regions), and usage of sign language by the student's family on the other hand (ranging from 20% to 50%). Sign language usage is reported consistently higher in the North Region than in the others, with the lowest rates of sign usage reported by Central Region. This again is in accordance with the high proportion of mild-to-moderate losses in the Central Region, situations in which sign communication is least necessary.

Parental Hearing Status. Previous research has shown that the children of deaf parents differ significantly from the deaf children of hearing parents on a variety of measures and characteristics. Accordingly, this question was included in the state survey. Table 19 shows that the proportion of children with two deaf parents ranges from almost zero (3 children) in the South Region to 3% in the North and Central Regions. In these

TABLE 16: PERCENTAGE DISTRIBUTION OF RECENCY OF INTELLIGENCE TESTING FOR HEARING IMPAIRED STUDENTS BY REGION, 1976-77

	Regions					
Year of I.Q. Testing	Central	Gulf Coast	North	South	West-Panhandle	State Total
TOTAL	100%	100%	100%	100%	100%	100%
1977	5	2	4	4	5	4
1976	25	37	22	22	28	26
1975	18	18	29	17	25	21
1974 or Earlier	31	25	20	18	25	26
Not Tested or Data Not Reported	21	18	24	39	18	23

TABLE 17: PERCENTAGE DISTRIBUTION OF LANGUAGE MOST REGULARLY SPOKEN IN HEARING IMPAIRED STUDENTS' HOME BY REGION, 1976-77

	Regions					
Language Spoken in Home	Central	Gulf Coast	North	South	West-Panhandle	State Total
English	85%	90%	78%	60%	73%	79%
Spanish	16	9	5	48	31	19
German	0	0	0	0	0	0.1
Other	0	2	1	1	1	0.8

*These percentages will not necessarily add to 100 percent as it was possible more than one language was checked for some families.

TABLE 18: PERCENTAGE DISTRIBUTION OF SIGN LANGUAGE USE BY HEARING IMPAIRED STUDENTS IN VARIOUS SITUATIONS BY REGION, 1976-77

	Regions					
Sign Language Use Situations	Central	Gulf Coast	North	South	West-Panhandle	State Total
Student Uses Signs	55%	80%	82%	73%	65%	69%
Student's School Program Incorporates Signs	56	84	91	81	67	73
Student's Family Uses Signs	20	28	50	25	30	29

two regions, the number of children with two deaf parents is greater than the number who have only one deaf parent, while in the remaining three regions, the reverse situation holds true. Statewide, almost exactly equal numbers of children have one and two deaf parents.

Professional Position of Person Filling Out Data Form. As part of the quality control procedures for this data monitoring project, the survey form asked that the professional position of the person(s) filling out the data form be indicated. Table 20 shows that there were substantial variations from region to region in the personnel employed to complete data forms. The instructions indicated that an individual's position should be checked on the form if that person (typically a director or supervisor) checked over the forms for accuracy and completeness after they were filled out by other staff members and before forwarding them to the survey office. As indicated in Table 21, percentages of non-responses, or of items left blank, were generally lowest if an administrative person (director, superintendent, principal, supervisor) completed the forms or reviewed them. Significant improvements in the completeness of data on age at onset of hearing loss can be seen when a secretary or clerical assistant was involved, perhaps because this is an item frequently noted in school records, but not otherwise apparent in day-to-day contact with children. Similarly, information on which intelligence test

TABLE 19: PERCENTAGE DISTRIBUTION OF PARENTAL HEARING STATUS FOR HEARING IMPAIRED STUDENTS BY REGION, 1976-77

	Regions					
Parental Hearing Status	**Central**	**Gulf Coast**	**North**	**South**	**West-Panhandle**	**State Total**
TOTAL	100%	100%	100%	100%	100%	100%
Both Parents Deaf	3	1	3	0	1	2
One Deaf Parent	3	2	1	2	3	2
Both Parents Normal Hearing	83	87	79	94	93	86
Data Not Reported	11	10	17	4	2	10

TABLE 20: PERCENTAGE DISTRIBUTION OF PRIMARY PROFESSIONAL PERSON COMPLETING DATA FORMS SUBMITTED IN TEXAS SURVEY BY REGION, 1976-77

	Regions					
Professional Completing Data Form*	**Central**	**Gulf Coast**	**North**	**South**	**West-Panhandle**	**State Total**
Director/Superintendent	1%	0%	8%	17%	26%	7%
Principal	1	0	2	0	22	3
Supervisor/Supervisory Teacher	24	31	39	26	98	36
Classroom Teacher of Student	15	49	34	50	1	30
School Doctor (M.D.)	0	0	0	0	0	0
School Nurse	0	0	0	0	0	0
Psychologist	22	0	11	0	0	10
Educational Diagnostician	6	7	0	17	22	8
Audiologist	23	2	2	0	0	9
Counselor	3	6	7	0	21	6
Teacher's Aide	4	2	1	0	0	2
Secretary/Clerical Assistant	34	0	3	31	46	22
Other	11	12	3	0	0	7
Itinerant Teacher	7	3	9	11	2	7

*These percentages will not add to 100 percent as it was possible several professionals completed each data form.

TABLE 21: PERCENTAGE OF NON-RESPONSE TO PARTICULAR QUESTIONNAIRE ITEMS ACCORDING TO PERSON COMPLETING QUESTIONNAIRE

erson ompleting uestionnaire	Degree of Loss (BEA or Estimate)	Current Aid Use	Cause of Loss	Age at Onset	Parental Hearing Status	Additional Handicaps	Instruction Level	Time Integrated	Prior Educational Services	Student's Use of Signs	School's Use of Signs	Parental Use of Signs	I.Q. Test Name
otal	5%	9%	44%	27%	10%	10%	5%	7%	9%	6%	5%	15%	22%
irector/ uperintendent N=316	3	10	35	20	2	2	1	1	3	1	1	10	4
rincipal N=115	0	1	31	23	4	2	0	0	0	1	1	1	16
upervisor/ upervisory eacher N=1566	2	6	40	26	6	2	1	4	4	2	1	10	18
lassroom eacher N=1294	2	5	44	26	5	8	1	4	4	2	2	17	20
sychologist N=432	1	6	44	13	5	1	1	2	2	1	1	3	1
ducational iagnostician N=355	4	2	38	29	3	3	1	3	3	1	1	12	9
udiologist N=390	1	5	42	10	7	3	2	3	2	1	2	6	4
ounselor N=247	1	6	43	27	7	21	0	2	5	3	2	16	11
tinerant eacher N=308	1	7	51	36	8	9	1	1	5	4	1	12	29
ecretary N=945	2	4	37	9	5	1	1	3	8	2	1	7	12

TABLE 22: PERCENTAGE DISTRIBUTION OF SOURCES OF INFORMATION UTILIZED IN COMPLETING DATA FORMS SUBMITTED IN TEXAS SURVEY BY REGION, 1976-77

	Regions					
Information Sources*	**Central**	**Gulf Coast**	**North**	**South**	**West-Panhandle**	**State Total**
Central or General School Records	91%	95%	83%	99%	97%	92%
Clinic/Medical Records	54	49	41	22	100	50
Audiological Records	85	57	52	52	100	69
Parents	17	34	20	20	22	22
Personal Knowledge of Student	41	52	39	29	52	42
Personal Communication with Other Staff	16	35	14	21	31	21
Other	1	1	1	0	0	1

*These percentages will not add to 100 percent as it was possible several sources were used to complete each data form.

had been used was most complete when a psychologist was involved in the completion of the data forms. It is clear that, in general, the most complete data were obtained when an administrative person was involved in some way in completing or reviewing the data forms.

Sources of the Information Reported. As another aspect of data quality control, respondents were asked to indicate the information sources to which they referred in the process of completing the survey forms. Table 22 indicates the results from this item. In nearly all cases, the child's central school record file was consulted. In addition, audiological records and clinical or medical records were consulted in a majority of cases. Contact was made with parents in a limited but significant number of cases (22% of the total). These responses suggest that substantial care was taken to consult appropriate documentary sources in providing the information requested. Limitations in response to survey items were probably, therefore, reflecting limitations in the availability of data in existing files rather than any lack of attention to the survey itself.

Recommendations

Scheduling:

The Office of Demographic Studies recommends that in the future the school programs be contacted and sent a supply of questionnaires early in November. For the 1976-77 Survey, materials were distributed in late January. It is also suggested that the date for returning completed questionnaires to Regional Superintendents be set at a time prior to the Christmas holidays. A number of school programs have asked for more time to complete the questionnaires and this schedule would allow about six weeks. Also, by having all the questionnaires returned to Washington by early or mid-January, the Office of Demographic Studies would have more time for data processing and would be better able to prepare reports and distribute materials to programs before the close of the school year in the spring.

Questionnaire Content:

There seems to be general agreement that there needs to be more detailed definition of the kinds of educational programs. While the categories and definitions which were used covered most educational situations, there were a number of situations which did not fit exactly into any of the categories, and some of the programs were unsure of the manner in which to report this information. In this connection, there is the consideration of mainstreamed students who are receiving only occasional follow-up services; the intention of the Texas Survey was to include these children; but if local programs worked from rosters of students enrolled in their school, they may or may not have reported all mainstreamed students. It should be made clear that we are interested in such students.

Additionally, we need a way to report indirect services to children and services to parents. This would include, for example, cases where personnel from the program participate in an Admissions, Review, and Dismissal process for a child for whom the decision is that the child should not enter the program for the deaf. As a result, a child's name never appears on a roster but service time and money were expended on his behalf; this needs to be recorded in some manner. Similarly, services to parents, including established parent-infant programs and also the variety of informational and counseling services provided to parents, should somehow be recorded either on the individual student's data form or a supplementary survey.

There is also some question about how to report information on the children age 0 to 3, who are enrolled in the program but the funding is coming from sources other than the Texas Education Agency. The Office of Demographic Studies' recommendation is that ser-

vices to these children be reported through the Texas State Survey with appropriate safeguards provided for identity of the children if there are any legal problems involved.

Another concern voiced by the programs was the manner in which they might report vocational education and career education programs in which students participate. It is suspected that the programs are interested in making a distinction among adolescent youngsters whose school program has a vocational or job-oriented focus rather than a focus on the more traditional academic subjects.

During this past school year several of the programs asked the Office of Demographic Studies to supply student data to complete reports, such as the Federal Title I reports. Some of the information required about the students, however, is not presently collected in the Survey. It is recommended that a review of such Federal and State forms be completed, and where possible information items which are not presently on the Texas State Survey questionnaire might be added for future surveys. For example, an additional item might be some estimate of family income; this can be done either by asking parents or by schools estimating income. A more costly and time consuming, but more confidential method, is the estimation of family incomes from census tract income data available from the U.S. Bureau of the Census.

Along similar lines, it would be important to inquire of New York University and of the Texas staff involved in the statewide curriculum project what other kinds of demographic information not yet collected will be required for their curriculum development and evaluation projects. Part of the purpose of the Texas State Survey is to reduce the number of times school programs are asked to supply similar information to various sources. This would argue, obviously, for the inclusion of whatever items are necessary to the statewide curriculum and New York University evaluation personnel. The Director of the Office of Demographic Studies has had some contacts with New York University personnel to discuss this general topic, but there needs to be an exact specification of the information needed for the coming school year. If the information is required only for a small sample of children, it would probably be more efficient to ask the items separately in the course of the evaluation activities. If, on the other hand, information needed is required on all children in the state or a large proportion of them, then it would be more economical in time and money to include the items as part of the Texas State Survey.

Data Reports:

The Quality of Data Reports and the Individual Student Reports which were distributed this year were entirely printed by the computer. It is recommended that in the future these reports be preprinted and that the computer would enter the necessary figures and information for the specific school or child. This change is suggested because the reports this year were crowded and difficult to read. This would add some cost but would be well worth the expense in terms of the readability of the reports.

Achievement Testing:

In general, the Office of Demographic Studies would recommend that the State attempt to arrange a statewide achievement testing project. It is obviously desirable for program management, improvement of services and for accountability purposes to have achievement measures on as wide a scale as possible. The Stanford Achievement Test, Special Edition for Hearing Impaired Students, would be the test instrument recommended to be used. A large number of programs in Texas are already using this Stanford Achievement Test; and although it is by no means a perfect test, it does have one advantage that no other test presently has. There are national norms by age for deaf children, and these deaf norms are not available on any other achievement test.

At the same time, there are some clear limits to this test. First of all, the existing Stanford Achievement Test, Special Edition for Hearing Impaired Students, is applicable only to students age eight and above, and as a matter of fact, some of the less mature eight year olds will not handle the tests appropriately. The Office of Demographic Studies is not aware of any nationally standardized school achievement test or comparable instrument for the under-eight age group of deaf children. If there are other test instruments used by some programs or some region within Texas, the Office of Demographic Studies would certainly be willing to cooperate in the administration, collection and analysis of data on such an instrument.

To the extent that the Stanford Achievement Testing Program is statewide and used for statewide comparisons, the testing should be limited to three or four of the most important subtests of the entire Stanford Battery. These would be Reading Comprehension, Vocabulary, Math Computation and Math Concepts. For one thing, these four subject areas are included in all levels of the Stanford Achievement Battery, whereas some of the other tests, for example, Science, are included beginning only at the second or third level and not at the lowest test levels. Comparability of the data and data analysis are simplest if testing is limited to these four subtests. Additionally, administering four subtests takes significantly less time than administering an entire battery. On the other hand, if a particular school program wants to administer the entire battery, Demographic Studies could handle the data from such a project.

Assuming the Stanford Achievement Test is used, there are a number of considerations with respect to the

scoring and reporting of the data of such an achievement project. The computerized scoring service available at the Psychological Corporation facilities in Iowa City is not completely adequate or flexible for some of the kinds of reports that Texas would wish. If the budget would allow, it is recommended that funds be provided for the development of the necessary scoring and report output programs here at Gallaudet College. That could be done in two ways. The first way would be for the entire optical scanning and scoring and reporting process to occur at Gallaudet College. This gives the Office of Demographic Studies and the Texas Education Agency maximum control over the scheduling, but it does require substantial start-off costs in the form of developing the scoring programs and leasing an optical scanning machine.

The other alternative would be to use the Psychological Corporation for the basic scanning and reporting of correct and wrong answers. These scores would be put onto magnetic computer tape and sent to Gallaudet, at which point the Office of Demographic Studies would then use this basic data tape to produce various analyses. This would be less expensive, require less set-up time, and less programming time at Gallaudet but would increase the processing time from the time the tests are administered in the schools until the time the data analysis reports are delivered back to the schools. It is important in any case for decisions to be made about this early in the fall, since in either situation, the process of developing, scoring and reporting to the programs will take some time. This is especially true in view of the fact that we will be working simultaneously on the Texas State Survey and on the national annual demographic survey.

The costs of the testing program are quite substantial; state funding for such an achievement testing project through the contract with the Office of Demographic Studies might provide an inducement for programs to participate in this state project. Specific cost figures can be provided easily, but as a rule of thumb, the achievement testing materials themselves cost about $1.75 per child. Basic scoring services from the Psychological Corporation center cost about $.70 per child, and optional scoring services, depending on how many are selected, can cost anywhere from $.10 to $1.00 above the basic scoring charge.

It is no secret that some individuals and programs take a negative view of the Stanford Achievement Test and any other normative achievement test. In view of the necessity of having reasonable cooperation from the schools to ensure a valid testing measure, Demographic Studies would not recommend proposing a testing program against the strong wishes of program heads. From the point of view of the Office of Demographic Studies there is no particular data management problem involved in having some programs participate and others not participate. The results of such a procedure would be that the statewide data would be less than complete but would represent a reasonable compromise. In the event that this option is followed and that schools are allowed to choose to participate or not in a state achievement testing program, it is suggested that the Texas Education Agency insist upon some sort of alternative testing or evaluation project at approximately the same time during this school year so that the issue is placed squarely on demonstrating student status and progress and not related to controversy over the value of achievement tests in general or of the Stanford in particular.

Achievement Tests vs. Scope and Sequence:

One of the issues that has been raised by a number of people and especially by those involved with the Texas Statewide Curriculum Project for the Deaf has been the relationship of the Stanford Achievement Test to the Texas curriculum and to criterion-referenced reports based on the curriculum project. As was mentioned earlier in the report, the Office of Demographic Studies will be reviewing the objectives listed in the *Scope and Sequence* document and comparing them point to point with the educational objectives which are available for every item on the Stanford Achievement Test. The results of that project will be a report indicating to what degree and in what areas there is substantial agreement between the two, areas in which, therefore, results from Stanford Achievement Test items could be used to provide criterion-referenced reports indicating the extent to which students have achieved the curriculum objectives outlined in the *Scope and Sequence* document. Normative kinds of information would also be available. Once the determination of the amount of overlap between the Stanford Achievement Test and the *Scope and Sequence* is made, the technical issues involved in setting up scoring programs for this are elementary in concept and simply require time.

This kind of a set-up would then allow at least three different levels of interpretation of the Stanford Achievement Test scores which would greatly increase the usefulness of the testing project. First, there would be all the normative information, including the national norms based on deaf children that are unique to the Stanford Achievement Test. Second, the Office of Demographic Studies would provide a diagnostic report which indicates student performance on individual items and on clusters of items within a subtest, such as addition versus subtraction or multiplication within a Math Computation Subtest. A third area of reporting based on one round of testing would be the extent the child has or has not mastered objectives for his level as specified by the *Scope and Sequence* document. From one round of testing, therefore, it would be possible to do a flexible and multi-purpose reporting. As previously mentioned, one limitation to be kept in mind is that this

particular project using the Stanford Achievement Test applies only to children who are eight years old or older.

Workshops:

Another recommendation, especially pertinent if there is to be statewide testing, is that the Texas State Survey contract include the provision for training sessions for regional and local school personnel, teachers and administrators. If there is a testing program, these sessions would focus most of all on the testing procedures, the nature of the tests, common problems and questions, and the interpretation of the results once they are available. Depending on the number and complexity of new items on the basic demographic questionnaire, it may also be desirable to have at least a brief orientation session on how to complete the questionnaire, explaining the different terms used and answering specific questions relating particular local conditions into the terms used on the data collection form.

One other aspect that should be emphasized in workshops would be the usage of the data file. The contract on the design of the system specifies the kind of data to be collected and some basic kind of analyses and reports that are to be produced from that data file. It is a very large data file, however, with many variables, and there are additional reports and research that can be done. The workshops should include some discussion of ways in which regional, state, and local education personnel can make use of the data base.

For example, during the past year, the Office of Demographic Studies was able to utilize the Texas data file to answer two special requests for information. One of these requests came from the Central Region's Office of Education for the Deaf and one from the Regional Deaf-Blind Center in Dallas. Encouraging this type of use by school programs, as well as trying to interest teacher training programs and other university agencies in using the existing data file to research educational questions, would mean more benefits would be gained from the money that has already been expended. Appropriate safeguards for maintaining the confidentiality of the data could be established in situations where the data file is used by others.

Assuming there is a testing program in the second year, then it would be natural to include both the basic survey form training and the achievement test administration and interpretation training in the same workshop. There is any number of ways these could be set up; perhaps the simplest and most logical would be five workshops—one in each region. During the 1974 national achievement test standardization, similar one day workshops were held, running from about 9:00 a.m. to 5:00 p.m. An adequate job can be done in a single day, but we would be willing to consider day and a half workshops if that should be necessary. Also for practical purposes, it would be desirable to have these sessions grouped rather close together so that on one trip to Texas, the Washington staff could cover two regions; the second trip could cover the other three.

Another alternative would be to conduct a single workshop of longer duration, say, three days, with all interested parties in the state coming to a single central location. The larger group would require a longer workshop because of the additional time involved in questions and discussion, to insure that all persons attending would have adequate opportunity to raise and resolve issues relating to specific local problems. Either plan is acceptable to the Office of Demographic Studies. The costs involved in providing transportation and staff salary for such workshops are significant, however, and deserve careful attention.

Three staff members of the ODS would be appropriate resource people for such workshops: Raymond Trybus for basic issues involved in use and interpretation of achievement tests, Brenda Rawlings for questions of data handling and use of combined demographic and achievement data for further analysis, and Arthur Schildroth for further questions on the use, handling, and administration of achievement tests.

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CHAPTER 4
The Texas Perspective: Status and Plans for the Texas Hearing Impaired Pupil Data System

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Office of Education for the Deaf
September 1977

The Office of Demographic Studies, Gallaudet College, has completed its final report on year-one development of the Texas hearing impaired pupil data system. To augment and clarify aspects of the ODS report, this discussion paper endeavors to 1) set forth important benefits from the data system already accruing to educational programs for the hearing impaired, 2) highlight a sampling of management implications apparent from early analyses of the data, and 3) outline steps that will be taken to improve the data system during the 1977-78 school year.

1. BENEFITS

Benefits from the pupil data system being felt at local program levels include:

a. In general, programs are becoming more aware of their specific informational strengths and weaknesses as they relate to such matters as the establishment of pupil eligibility, the appraisal of the pupils' educational backgrounds and needs, and the development of individualized educational plans.

b. Several programs are improving their record-keeping and record-accessing procedures so that appropriate instructional staff can readily obtain pupil information needed for daily instruction and accurate educational planning.

c. Many programs report that they are establishing better communications between school and home to obtain accurate information on pupils' educational backgrounds and better understand parent-child communication.

d. Corrective measures are being taken by programs to eliminate deficiencies in pupil appraisal information processes. These measures have included the hiring of educational diagnosticians and contracting with pupil appraisal centers.

e. By highlighting the dates of pupils' most recent audiological and intellectual assessments, the survey data are alerting programs to the need for regular reappraisal of pupils. These data will aid in monitoring relative program compliance with Agency standards of good professional practice.

f. Program directors and supervisors report that their personal reviews of individual pupil data during the course of the survey help to acquaint them more closely with the characteristics and needs of individual students. This is an incidental, but we believe important, benefit.

g. Aggregate pupil data and cross-comparisons provide answers to innumerable questions for program personnel and for many key persons at the local, regional, and state levels concerning the school population we serve and how we are serving it.

h. Standardized achievement testing was not part of the initial year's statewide effort, but such testing has been frequently discussed as a desirable future addition to the system. These discussions have helped encourage many programs to examine and strengthen their own testing programs in the past year.

i. Quality of data reports for year one revealed many weaknesses in processes for gathering and accessing salient information about pupils. These reports have been analyzed at the local and regional levels, and these analyses suggest that substantial improvement in overall quality of data can be confidently predicted for year two.

2. MANAGEMENT IMPLICATIONS

The management implications of the first-year survey findings are now being examined at the local and regional levels. Early analyses reveal the following examples of interesting topics for closer attention:

a. Findings disclose that pupils' hearing threshold

levels vary significantly in one region from state averages. This particular region has developed more hearing screening programs than other regions and has designed more programs to serve mildly and moderately hearing impaired children. As the experience of this region is more closely evaluated, the results may influence programming strategies statewide. If we gradually expand statewide emphasis upon part-time services to less severely hearing impaired children, this will have the possible effect of more than doubling the population of pupils to be served.

b. First-year data reveal a widespread deficiency in current audiometric information available on pupils. Judging from these data alone, one would conclude that precise, up-to-date eligibility data are lacking on at least 25% of our students. Year-to-year tracking of deficiencies of this type will provide a clear indication of statewide progress toward the accurate assessment and placement of hearing impaired students.

c. Region-by-region comparison of hearing aid usage by students suggests the possibility of substantial underutilization of individual hearing aids within one region. Special measures can now be encouraged within this region to assure that pupils who can profit from amplification are evaluated and fitted with aids.

d. Data concerning the amount of classroom time hearing impaired pupils are integrated with hearing peers show significant variation from region to region. As we strive to achieve optimal levels of mainstreaming, these data will be of assistance with analysis and monitoring.

e. Data obtained on the percentages of hearing impaired students receiving special education services prior to age six show where we are lagging behind in early detection of hearing loss and in early childhood education. Further analysis of these data, broken down by present ages of students, will help to tell us how rapidly this picture is improving in regions and programs in the state.

f. Information obtained on the intelligence testing of students highlights the need for qualified diagnostic and assessment personnel in many places in the state. This serves to substantiate the findings and priorities of our statewide needs assessment. Monitoring these data will show the efficacy of our efforts to improve assessment processes from one year to the next. *In fact, many of the management values of the total data system rest upon the longitudinal comparison of data which the system makes possible. Only by examining accurate and comparable data over time can the trend of progress, or the lack thereof, be measured.*

3. RECOMMENDATIONS

Pursuant to the recommendations of the Office of Demographic Studies and discussions with the staff of regional day school programs for the deaf, several important steps can be taken to improve the workings of the pupil data management information system during the 1977-78 school year.

a. Scheduling can be improved for distribution, completion, and review by regional staff of the pupil data forms. Because of the care devoted to the design of the pupil data form in year one, it will be possible to refine and improve the form for year two without such major modifications as would risk confusion and loss of time in the collection process. Instead of mailing forms to programs in February, it will be possible for forms to be sent out in November and returned to ODS during January, 1978. This advance in the timetable will ease the workload on programs, and it will also permit ODS to provide output products to programs in a more timely manner.

b. Definitions of pupils' instructional arrangements utilized on the pupil data form will be improved, and training provided so that definitions are applied with more consistency by programs across the state.

c. Workshops will be held by ODS and by regional office staff to instruct local program supervisors in the completion of pupil data forms and in the interpretation and analysis of output products of the data system. This training may commence in October when the director of the Office of Demographic Studies will be invited to present the final ODS report for year one and address the plans for year two in a joint meeting of the State Coordinating Committee and State Advisory Committee. Subsequent to the distribution of the data forms to programs, regional workshops will be scheduled to provide training in form completion and achievement test administration and interpretation.

d. The major innovation contemplated for the pupil data system in year two is the introduction of statewide achievement testing. The Office of Demographic Studies is currently preparing a study of the Stanford Achievement Test as its battery of items relates to and reflects the behavioral objectives contained within the *Scope and Sequence* of the Statewide Curriculum Project for the Deaf. Substantial overlap has already been established. Consequently, a statewide testing program, utilizing the Stanford, will not only eventually be able to supply instructional staff with normative achievement data but also criteria-referenced reports linked to the curriculum project.

CHAPTER 5
The View From the Office of Demographic Studies: Problems, Prospects, and Future Plans

Raymond J. Trybus
Office of Demographic Studies

The net result of the first project year was that the Office of Demographic Studies was ready and willing to continue and to refine the system, with concentration on making the greatest use of the potential available. The appraisal of the Texas Education Agency is probably best reflected in the fact that a second year contract has been prepared and signed, allocating additional funds to the further development and operation of the pupil data management information system.

Problems

No project, however, whatever its merits, is without problems and weaknesses. In fairness to the public record, some of these must be noted as well, as channel markers for future navigation in the same waters.

Perhaps the largest problem is the difficulty of maintaining close and sensitive liaison from a distance. Because the ODS staff are not in Texas, and are therefore not aware of or sensitive to the fiscal, management, and educational issues which ebb and flow throughout a school year, it is difficult to anticipate needs or avoid repeating suggestions which have been discussed and voted down within the state. In a similar manner, because the TEA staff are not in Washington, it is not possible for them to be aware of developments in ODS plans and schedules which will affect the relationship between the Texas and the national surveys. The result of this situation is that significant time and effort must be devoted by each side to sensitizing the other to its own internal issues and problems. This problem is most certainly manageable, and there is no implication that it is insurmountable. The point simply is that this mutual instructing and sensitizing is crucial, that time must explicitly be devoted to this activity, and that without this reciprocal process a project of this sort is unlikely to succeed.

Another problem or issue needing attention is the development of a mutual understanding by both sides of the possibilities and limitations of a computerized system such as this. Educators who are not intimately familiar with the workings of computers tend, it seems, either to believe that anything at all can be gotten from the computer at a moment's notice, or to feel so intimidated by the computer that they are not sure that anything worth having can be gotten in intelligible fashion from so complex a system—or to feel that their requests are not important enough to justify "cranking up the computer." Research and data system people, on the other hand, seem to feel that the potentials are so obvious that we find it difficult to produce useful samples or proposals for discussion purposes. Put another way, we have learned that it is not generally fruitful to say to a prospective user, "Tell us what you need and we will design a system to produce it." A major part of the role of the research and data system people (ODS in this case) is to assist the users in shaping questions or definitions of their needs to which useful responses can be made by means of the data system. The task, in other words, is not simply a technical one of providing what is asked for, but a professional one of working jointly with the prospective user to define what questions *ought* to be asked, how the data necessary to useful answers can be obtained, in what format the results are to be presented and to whom, and how to interpret and make use of these results once they are available. Having accomplished these tasks, the design and implementation of the data system becomes simple in concept. Attention can then be focused more explicitly on the costs of obtaining certain information—costs in terms of staff time and morale on both sides as well as costs in dollars—and more sensible decisions can be made as to whether the potential value of the informa-

tion is worth the various costs.

Arranging fiscal provisions appropriately is an issue relating to project support rather than to project content and purpose, but a critically important one nevertheless. The two parties to a project of this sort operate under different sets of laws and regulations and may use different accounting and budgeting systems, so that such questions as how to mesh personnel or travel costs incurred under accounting system A with the different requirements for charging such costs under system B, need to be anticipated and resolved. This is simply a restatement of the necessity for following good business practice in the establishment of contractual relationships, but it is a source of potential problems. As with other issues raised here, it can be handled reasonably, but the point is that it must be handled, that explicit time and consideration must be devoted to fiscal arrangements if they are not later to interfere with the effective conduct of the substance of the project.

Another issue which has been alluded to above but which deserves separate consideration is that of the ODS model for pupil data systems of this sort, as described in Chapter 1. Anyone with sufficient common sense and access to computer facilities can design and operate a state or similar data system. The unique feature of this system, as conducted by the ODS, is that the state system is made to mesh with the requirements of a national data collection and reporting system. In doing this, the possibility of integrating the state data into the national system is preserved, so that improvement of data in one state does not mean loss of that state's data for continuing national monitoring and reporting through the Annual Survey of Hearing Impaired Children and Youth. The tailoring of a state's data system to its own requirements can go to substantial lengths without loss of the possibility of integration with the national "common core" of data items, provided adequate attention is paid to this question. For example, a state can use more detailed categories for description of educational services provided, or more detailed listings of additional handicapping conditions (as was done with the Texas survey), so long as these more refined categories can be "collapsed" into the more general categories in use in the national system without violating their logic and meaning. Again, this problem is not at all insurmountable, but it does require attention and willingness to give and take on both sides in order to serve local needs and the need for national data simultaneously. At the same time, preserving this comparability provides an added advantage for the state system, that of being able to compare state figures with national distributions on at least the "common core" of items.

Prospects and Future Plans

The first year of this Texas State Survey was devoted to establishing the basic outlines of the system and to demonstrating that it can work. As a result, there now exists a large base of information on almost 4,400 hearing impaired children, and this information exists in a variety of forms useful to local, regional, state, and national level personnel for their various purposes. The first plans for the future are to maintain this data system, filling in the missing items of information where possible, and adding information on children newly enrolled in special educational programs in the state. This process will allow a year-to-year perspective on the trends within each program, each region, and the state as to the characteristics of the children being served and some of the characteristics of the services being provided to them. It will also provide, over time, a cumulative educational history for each child, so that as the child moves through various programs over the course of time, information on his educational progress will be available at least in the form of a series of annual "Individual Student Reports." Each subsequent school the child attends will have less need to try to construct an educational history from scratch each time. As well as these uses for child and program monitoring, an invaluable base of data for educational research purposes will develop in greater depth and detail each year. Use of the data base for such research will greatly enhance the returns from the time and money invested. So the first plan is for the continuation and maintenance of the data system as it is presently constituted.

The second area of future development will be in making greater use of the existing data for educational programming and research purposes. ODS staff will recommend and conduct, first of all, further analyses of the data already collected. One such set of analyses will focus on the various age groups within the total student population now being served. Are the characteristics of the youngest children now being newly enrolled different in important ways from the older children? If so, their educational needs will determine the kinds and numbers of people, buildings, equipment, and services which will be needed in future years in the state. Similarly, "alert" mechanisms of various kinds can be built into the system as routine products. If, for example, state regulations or regular practice indicate that an equipment and space inventory be conducted any time a program increases its enrollment by more than a specified number of children (say, by 15 children or more) to determine whether these facilities are adequate for the increased enrollment, such an "alert" notice that the inventory is due can be sent automatically any time a program's enrollment is seen to increase by the required number. Similarly, if desired, notices that a particular child is due for a periodic reevaluation on audiometric, intelligence, achievement, or other tests can be sent routinely, using the information already supplied on the date of the last reported test administered. Such products are relatively simple additional results which can be obtained from the kind of

data already included in the state survey files. Future workshops and other personal contacts between ODS staff members and Texas program representatives will focus in part on development of additional products of this kind which can be of assistance in program planning and monitoring, while requiring little additional effort on the part of anyone involved in the project.

Another avenue for future development will be to take advantage of the cumulative file possibilities of the system. The present Texas state data system contains about 30 items of information on each child, but this number can easily be expanded to 50 or 100 or some other number. The number of items of information which school personnel can be asked to supply at any given time is obviously limited by the time and effort involved in obtaining and recording that information. However, in each year different items of additional information can be requested, since previously supplied items of information do not need to be re-supplied every year. Thus, for example, the child's date of birth is an important item of information which does not change and which therefore need not be re-supplied after the initial report, except to correct errors. In place of a "date of birth" item, then, a second or subsequent year survey can ask some other important question which could not otherwise have been asked without overburdening school personnel during one round of data collection. The new, larger data file then makes possible more extensive studies of important interrelationships which would have been impossible in a one-time survey or with a non-cumulative file.

Thus far the existing Texas state system, and this report of it, have concentrated on information items which describe the children being served and, to some extent, the nature of the educational services they receive. One of the most important areas for future development is the addition of outcome measures to the system, so that educational results as well as educational needs, personnel, and facilities can be studied. Present plans are to begin this process of studying educational outcomes in the second year of the project by means of school achievement tests in basic skill areas, chiefly reading comprehension and mathematics concepts and computation. For this purpose the Stanford Achievement Test, Special Edition for Hearing Impaired Students (SAT-HI), which was developed by the ODS, will be employed. This test was designed for both norm-referenced and objectives-referenced (criterion-referenced) interpretation, and enjoys the unique advantage of the availability of national norms for hearing impaired children ages 8 through 20. As has been indicated in Chapter 3, the ODS staff has been examining the "overlap" or commonality between the SAT-HI items and the objectives of the Texas Statewide Curriculum Project for the Deaf, as contained in the *Scope and Sequence* document. Preliminary results of this examination indicate that the overlap is very substantial, on the order of 75% to 90% for the various subjects and test levels. Therefore, present plans are to report, on the basis of administration of the SAT-HI in the spring, both the available normative scores (percentile ranks based on hearing impaired children of the same age, scaled scores, perhaps grade equivalent scores) and some measure of the child's progress through the instructional objectives of the statewide curriculum. As with the basic system, this information will become most valuable and most useful when testing is repeated periodically over the course of time, so that educational progress and its relationship to the nature and extent of special educational services can be studied systematically. The complications of this effort are great (such as differences among schools and regions in pupil characteristics and educational performance levels at the time of the first statewide assessment) and will certainly not be overlooked in favor of simplification of the effort. Nevertheless, the attempt to measure and document educational outcomes may in itself be the most important result, whatever the particular numbers and scores. This effort is very limited in many other ways as well. For example, this first step will try to measure only these few basic skill areas as they are measured by paper-and-pencil tests. Other very important areas for later attention as educational outcomes may include demonstrations of real-life usage of academic skills, measures of other academic subjects beyond the basic skills, measurement of the learning of children under age 8 (the SAT-HI does not measure below age 8), examination of pre-vocational and vocational skills, measures of communication competency in a variety of modes, assessment of so-called affective or attitudinal outcomes, and so on. Not all of these are easily measurable (or, perhaps, measurable at all), and it may be that some of these areas should not be measured, even if they can be. The point, however, is to place real, practical emphasis on demonstrating in some manner or other what children are learning and to what extent they are learning it. Determination of what ought to be measured and how it ought to be assessed will occur through the normal professional and political processes for making such decisions. That attempts should be made to measure and document, however, is the key premise and one of the major areas for future development of this statewide system.

As a corollary to these areas for future development there will be a continuing emphasis on in-service training (in both directions) and dialogue. As indicated earlier in this chapter, the "data system" project is not simply a technical matter of the provision of more or less mechanical services. Quite the contrary, the "system" means primarily a human, interpersonal system of educators, educational administrators, and research and data system workers, mutually influencing each other in a common search for ways to expand and improve educational opportunities for hearing impaired

children. The machines and technical aspects of the process are merely tools to support and inform all the participants so that our mutual pushes and pulls can be based as much as possible on the facts of the situation as far as those facts can be determined, and as little as possible on unsubstantiated judgments and beliefs. The ultimate success of this endeavor will be measured not by the number of meetings conducted or by the volume of paper produced, however, but by the extent to which, in the long run, this process does in fact lead to expansion and improvement of educational opportunities for the hearing impaired children of the state. We are proud to be part of the attempt.

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APPENDIX 1
DATA COLLECTION MATERIALS, 1976-77

A. Information Memorandum, November, 1976
B. Memorandum to Program Directors, January 25, 1977
C. Response Form
D. Basic Data Form, 1976-77 School Year

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GALLAUDET COLLEGE
OFFICE OF DEMOGRAPHIC STUDIES
7th Street & Florida Avenue, N.E. • Washington, D.C. 20002

Telephone (voice or TTY)
(202) 447-0301

November, 1976

MEMORANDUM

TO: Directors of Special Educational Programs
for Hearing Impaired Students in TEXAS

FROM: Raymond J. Trybus, Ph.D., Director
Office of Demographic Studies
Annual Survey of Hearing Impaired Children and Youth

SUBJECT: Texas State Survey of Hearing Impaired Children and Youth

The Texas Office of Education for the Deaf has contracted with the Office of Demographic Studies to operate a "Texas Survey of Hearing Impaired Children and Youth." This system will operate largely along the lines of the national Annual Survey of Hearing Impaired Children and Youth with which many of you are already familiar, but will be designed to meet the particular needs of special education programs serving hearing impaired students in Texas. The project has been initiated by the State Director of Education for the Deaf as one means of fulfilling his state-mandated responsibility for monitoring the status and progress of education for hearing impaired children.

As far as the individual programs in the state are concerned, this Texas survey will involve almost the same procedures as did past Annual Surveys; schools will report on the same type of data as in the past, except for the addition of a few items of special concern in your state. You will be receiving the data forms and related instructional material around the end of the year. As these instructions will detail, the completed data forms are to be returned to your regional superintendent, who will in turn forward them to ODS in Washington. (This is, of course, another procedural change from previous years.) You will also be receiving further explanations of the system and its purposes both from ODS and from your regional superintendent in the weeks ahead.

It is my hope that through this special Texas Survey the Office of Demographic Studies may continue to be of assistance to the special education programs in their efforts to improve the education of their hearing impaired students. In the establishment of this special survey, Texas is taking the lead, as it has in so many other areas.

Any immediate questions you may have regarding this new system should be directed first to your regional superintendent or to the state level officials of the Office of Education for the Deaf.

GALLAUDET COLLEGE
OFFICE OF DEMOGRAPHIC STUDIES
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Telephone (voice or TTY)
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January 25, 1977

TO: Directors of Special Educational Programs
for Hearing Impaired Students in Texas

FROM: Raymond J. Trybus, Ph.D., Director
Office of Demographic Studies
Annual Survey of Hearing Impaired Children and Youth

SUBJECT: Texas State Survey of Hearing Impaired Children and Youth

As I mentioned in my November memo to you, the Texas Office of Education for the Deaf has contracted with the Office of Demographic Studies to conduct a "Texas State Survey of Hearing Impaired Children and Youth." This project has been initiated by the State Director of Education for the Deaf as one means of fulfilling his state-mandated responsibility for monitoring the status and progress of education for hearing impaired children.

The Texas survey questionnaire was designed in conjunction with the State Director of Education for the Deaf and incorporates a number of special questions about topics he and his staff felt were important. Please complete one of these questionnaires for each of the hearing impaired students enrolled in your program. You will notice that those students who were in your program last year and reported to our office in the National Annual Survey of Hearing Impaired Children and Youth will have a form with their name (or code number) and some basic information already completed. Please verify and complete missing information on the first page and then complete pages 2 and 3 of the questionnaire.

For those students in your program this year for whom there is no pre-labeled questionnaire a supply of blank forms have been included. Please complete one of these questionnaires for each such student. Instructions are attached to each copy of the form to aid you in completing the items. Please complete the forms by February 28th and return them directly to your regional superintendent.

Because we want to be sure you have received these confidential materials, we have enclosed a one-page response form with a business reply envelope. Please take a moment to answer the few questions on this form and put it in the mail to us today. A supply of copies of our "Information Memorandum" is enclosed for distribution to your teachers and staff for their information. Also included is a copy of the resolution passed by the C.E.A.S.D. in May 1976.

Your cooperation is very greatly appreciated, and I am looking forward to receiving your comments, questions, and suggestions, as well as the one-page response form. Should you have any questions or need more survey forms, please call me or Ms. Brenda Rawlings; you can reach either of us (collect) at 202-447-0301. Should you have any general questions regarding the survey you may also contact your regional superintendent or the Office of the State Director of Education for the Deaf.

THE TEXAS STATE SURVEY OF HEARING IMPAIRED CHILDREN AND YOUTH

GALLAUDET COLLEGE
OFFICE OF DEMOGRAPHIC STUDIES
7th Street & Florida Avenue, N.E. • Washington, D.C. 20002
Telephone (voice or TTY)
(202) 447-0301

SCHOOL YEAR: 1976-77

PART A

Annual Survey forms have been received;

Send an additional _____ Basic Data Forms. Signed: _____
(Signature)

_____
(Title)

If you have questions regarding the Annual Survey, please call Brenda Rawlings collect at the number given above.

_____
(Telephone Number)

PLEASE GIVE ANY COMMENTS OR SUGGESTIONS ON BACK OF THIS PAGE.

PART B

In order to update our records, we ask that you complete the following brief summary.

1. How many hearing impaired students are enrolled in your school or program for the 1976-77 school year?

   _____ (number of hearing impaired students)

2. For the 1976-77 school year, are you keeping records on and following up in any way on other preschool, elementary, or secondary school hearing impaired children who are not attending class in your school but are enrolled in another educational program?

   ____ yes ____ no

3. Does your school or program have a waiting list for hearing impaired students for the 1976-77 school year?

   ____ yes ____ no

   How many students are on this waiting list for the 1976-77 school year?

   _____ (number of hearing impaired students on list)

PART C

Please check the information on the label to the left below. If any changes are needed, make them on the appropriate line to the right.

IDENTIFICATION LABEL
(Please do not pull off.)

_____
(Name)

_____
(Title)

_____
(Program Name)

_____
(Street Address)

_____
(City State Zip)

THANK YOU; PLEASE RETURN IN ACCOMPANYING STAMPED ENVELOPE ADDRESSED TO ODS (AS IN LETTERHEAD ABOVE).

Texas State
Survey of Hearing Impaired Children & Youth
1976-77 School Year

Texas Education Agency
Austin
Texas 78701

Office of Demographic Studies
Gallaudet College
Washington, D.C. 20002

CONFIDENTIAL: All information which would permit identification of any individual or institution will be held strictly confidential and will be used only by Texas Education Agency officials and O.D.S. staff for authorized purposes. The data will not be disclosed to others for any other reason.

IDENTIFYING INFORMATION (See attached instruction sheet for completing this section.)

BOX A: COMPLETED BY SURVEY OFFICE FOR FORMER STUDENTS

1. Student Name: _____ (Last) (First) (Middle)
2. Date of Birth: _____ (Mo., Day, Yr.)
3. Sex: ☐ M ☐ F
4. Student's Home Address: _____ (Street)
   _____ (City) (State) (Zip Code)
5. Present School or Agency: _____ (Name of School or Agency)
   _____ (City)

If this student is NO longer enrolled in your program, check below and complete only items 1, 4 and 5, giving current home address and school currently enrolled in, and return this form with the others for your program.

☐ THIS STUDENT NO LONGER IN THIS PROGRAM

6. School Region: ☐ Central ☐ Gulf Coast ☐ North ☐ South ☐ West-Panhandle

ETHNIC BACKGROUND

7. Complete this item for all new students and for former students only if the information does not appear on the above label or if the information on the label is incorrect.

☐ Cannot Report ☐ White ☐ American Indian (Native American)
☐ Negro or Black ☐ Oriental (Asian-American)
☐ Unknown ☐ Hispanic-American (Spanish Surname) ☐ Other (specify) _____

AGE AT ONSET OF HEARING LOSS (Check or fill in only one)

8. Complete this item for all new students and for former students only if the information does not appear on the above label or if the information on the label is incorrect.

☐ At Birth _____ Years of Age ☐ Unknown

CAUSE OF HEARING LOSS

9. Complete this item for all new students and for former students only if the information does not appear on the above label or if the information on the label is incorrect.

☐ Cause Cannot Be Determined ☐ Data Not Available in Student's Record

A. If onset **at birth**, what was the probable cause? (Check all that apply)
- ☐ Maternal Rubella
- ☐ Trauma at Birth
- ☐ Other Complications of Pregnancy
- ☐ Heredity
- ☐ Prematurity
- ☐ Rh Incompatibility
- ☐ Other (specify) _____

B. If onset **after birth**, what was the probable cause? (Check all that apply)
- ☐ Meningitis
- ☐ High Fever
- ☐ Mumps
- ☐ Infections
- ☐ Measles
- ☐ Otitis Media
- ☐ Trauma
- ☐ Other (specify) _____

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PAGE 2—Complete for all Students

TYPE OF PRESENT EDUCATIONAL PROGRAM—76-77 SCHOOL YEAR

10. Indicate the type of educational program in which this student is enrolled. Complete Box B where applicable. (Before choosing a category, please refer to the attached instructional sheet for definitions of categories.) Complete either Section A *or* B, but not both.

A. Full-time Special Education for the Hearing Impaired (check one)

- ☐ Residential School for Deaf Students →
- ☐ Residential School for Multiply Handicapped Students →
- ☐ Day School for Hearing Impaired Students
- ☐ Day School for Multiply Handicapped Students
- ☐ Full-time Special Educational Classes

Box B
This student is a:
- ☐ Residential Student
- ☐ Day Student

B. Part-time Special Education for the Hearing Impaired (check all that apply)

	Less than 5 hours/week	5-10 hours/week	11-15 hours/week	More than 15 hours/week
☐ Part-time Special Educational Classes →	☐	☐	☐	☐
☐ Class for Multiply Handicapped →	☐	☐	☐	☐
☐ Itinerant Services →	☐	☐	☐	☐
☐ Resource Room →	☐	☐	☐	☐
☐ Regular School for Hearing Students →	☐	☐	☐	☐
☐ Preschool or Nursery Program for Hearing Impaired Children (i.e., not part of a larger residential or day program) →	☐	☐	☐	☐
☐ Parent-Child Program →	☐	☐	☐	☐
☐ Speech and Hearing Clinical Services →	☐	☐	☐	☐
☐ Other →	☐	☐	☐	☐

(specify) _____

11. Is this student in a special unit for multiply handicapped students? ☐ Yes ☐ No

12. What is the instructional level or grade placement of this student? (PLEASE CHECK ONLY ONE.)

- ☐ Preprimary (Preschool, Nursery School, Kindergarten)
- ☐ Elementary (Lower School)
- ☐ Junior High School (Middle School, Intermediate)
- ☐ High School (Upper School, Advanced)
- ☐ Ungraded

13. What portion of the student's typical school week is spent in a regular classroom or other school activity in which the student is integrated with normal hearing peers?

☐ No portion of the week ☐ Some time but less than 5 hours/week ☐ 5-10 hours/week ☐ 11-15 hours/week ☐ More than 15 hours/week

14. Please indicate the source or sources of state funding for this student's special educational services.

- ☐ Regional Day School Program for the Deaf (S.B. 803)
- ☐ Texas School for the Deaf
- ☐ Special Education (Plan A)
- ☐ Texas Department of Mental Health and Mental Retardation
- ☐ Other (specify) _____

EDUCATIONAL HISTORY

15. What was this student's age when special educational services or clinical services of a speech and hearing clinic were first provided on a continuing basis?

_____ Years or _____ Months ☐ Data Not Available

16. When did this student first enroll in your program? Date ☐☐ (Month) ☐☐ (Year)

17. Was this student in another educational program prior to enrolling in your program?

☐ Yes (Complete item below) ☐ No (Go to Section 18)

Please indicate below the *type* of program in which this student was enrolled prior to entering your program. Check only one box. If type of prior program is unknown, check here: ☐

- ☐ Residential School for Deaf Students
- ☐ Residential School for Multiply Handicapped Students
- ☐ Day School for Hearing Impaired Students
- ☐ Day School for Multiply Handicapped Students
- ☐ Full-time Special Educational Classes
- ☐ Classes for Multiply Handicapped
- ☐ Other (specify) _____
- ☐ Part-time Special Educational Classes
- ☐ Itinerant Services
- ☐ Resource Room
- ☐ Regular School for Hearing Students
- ☐ Preschool or Nursery Program for Hearing Impaired Children
- ☐ Parent-Child Program
- ☐ Speech and Hearing Clinical Services

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[redacted]

ADDITIONAL HANDICAPPING CONDITIONS

22. Check all educationally significant handicapping conditions: IF NONE, CHECK HERE ☐

Column 1

- ☐ Legal Blindness
- ☐ Uncorrected Visual Problem but not legally blind
- ☐ Minimal Brain Injury
- ☐ Epilepsy (Convulsive Disorder)
- ☐ Orthopedic
- ☐ Cerebral Palsy
- ☐ Heart Disorder
- ☐ Other Health Impaired (specify)_____

Column 2

- ☐ Mental Retardation
- ☐ Emotional/Behavioral Problem
- ☐ Specific Learning Disability
- ☐ Other (specify) _____

[redacted]

COMMUNICATION

24. Indicate the language regularly spoken in the student's home.

☐ English ☐ Spanish ☐ German ☐ Other (specify) _____ ☐ Data not available

25. Does the student use sign language? ☐ Yes ☐ No

26. Does the student's instructional program incorporate the use of sign language? ☐ Yes ☐ No

27. Is sign language used by the student's family in the home? ☐ Yes ☐ No ☐ Data not available

28. Are both parents of the student deaf? ☐ Yes, both parents deaf ☐ Only one parent deaf ☐ Neither parent deaf ☐ Data not available

[redacted]

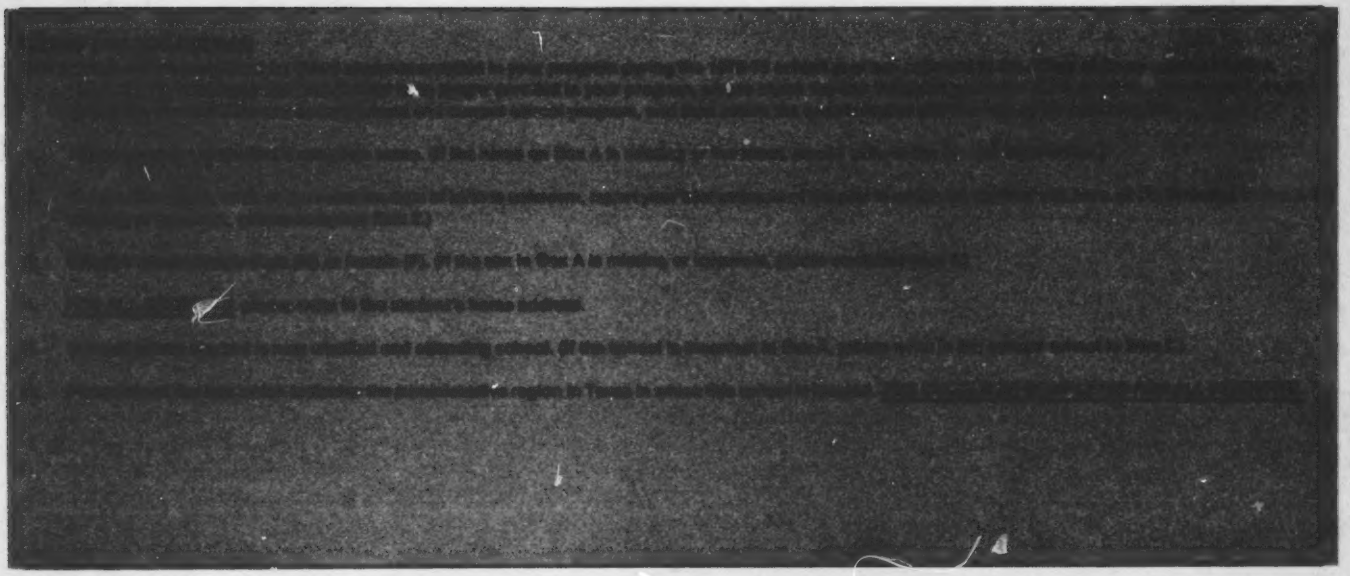
30. **SOURCE OF INFORMATION REPORTED ON THIS FORM** (Please check all that apply)

- ☐ Central or General School Records
- ☐ Clinic/Medical Records
- ☐ Audiological Records
- ☐ Parents
- ☐ Personal Knowledge of this Student
- ☐ Personal Communication with Other Staff
- ☐ Other (specify) _____

INSTRUCTIONS FOR COMPLETING TEXAS STATE DATA FORM

Complete a Texas State Data Form for every hearing impaired student served by your special educational program. Include all hearing impaired students served by your educational program as of the day you complete these forms.

PAGE 1 INSTRUCTIONS



ETHNIC BACKGROUND

7. Indicate student's ethnic background. Check appropriate box. If laws, regulations, or school policies prevent reporting of information, check "Cannot Report" box. (If this is a formerly enrolled student, please verify the student's ethnic background reported in Box A; if it is not reported, please complete this item.)

CAUSE OF HEARING LOSS

9. A. Onset *At Birth:* If onset of hearing loss was at birth, check cause(s) under section A. If multiple causes, check all that apply. If none applies, indicate the cause in the space marked "Other."

   B. Onset *After Birth:* If onset of hearing loss was after birth, check cause(s) under section B. If multiple causes, check all that apply. If none applies, indicate the cause in the space marked "Other."

   (If this is a formerly enrolled student, please verify the cause of loss in Box A. If it is incorrect or missing, please complete this item.)

[redacted]

EDUCATIONAL HISTORY

15. Please write in the age of the student when he *first* was provided, on a continuing basis, special educational services or clinical services of a speech and hearing clinic. If this information is unknown or the information unavailable, check the box "Data Not Available." Specify years or months of age.

16. Indicate in the box the month and the year this student was first enrolled in your program.

17. Please consult and use the same definitions given for Section 10 A. and 10 B. under "Present Educational Program." The same definitions apply to the type of programs listed in Section 17.

[redacted]

ADDITIONAL HANDICAPPING CONDITIONS

22. Check all educationally significant handicapping conditions. If student has no educationally significant handicapping conditions, check box marked "None." [For purposes of this survey, an educationally significant handicapping condition is regarded as one which places additional demands or requirements upon instructional arrangements, causes modification of teaching modes, or alters or restricts the student's activities or learnings in ways additive to those occasioned by hearing loss alone.]

Please use the following definitions for the handicapping conditions.

Column 1: These conditions should be documented by medical diagnosis.

- Legal Blindness—condition in which corrected vision in the better eye is less than 20/200, and/or a specialist designates legal blindness
- Uncorrected Visual Problem—uncorrected or uncorrectable visual problem, including blindness in one eye, muscular imbalance or paralysis, and retinitis pigmentosa
- Minimal Brain Injury—condition verified by abnormal EEG or physician's neurological findings
- Epilepsy (Convulsive Disorder)—condition in which the student is subject to uncontrollable seizure behavior
- Cerebral Palsy—check if this condition has been medically diagnosed.
- Orthopedic—condition which restricts use of extremities as a result of permanent injury, paralysis, or polio
- Heart Disorder—malfunction of the heart which restricts physical functioning and requires monitoring by a physician
- Other Health Impaired—any other physical condition which restricts functional ability, such as asthma, diabetes, kidney defects.

Column 2: These conditions should be documented by other appropriate assessment personnel.

- Mental Retardation—condition that is documented by scores within defective limits from individually administered scale(s) of intelligence (a measured IQ at least two standard deviations below the mean). Degree of hearing impairment and communication level should determine whether verbal or performance scale scores would be appropriate.
- Emotional/Behavioral Problem—condition in which inappropriate behaviors interfere with normal academic progress. These behaviors include Passive/Withdrawn; Aggressive/Abusive; Rapid mood changes/Sudden outbursts; Bizarre, unexplainable actions; and Chronic, unfounded physical complaints and symptoms.
- Specific Learning Disability—condition in which normal general intelligence is present, but specific learning deficits restrict accomplishments. These [illegible] may be attributable to difficulty in visual/auditory perception, perceptual-motor functioning, as well as to a lack of control of attention, impulse or motor function.
- Other—This category would include any other observed condition which would restrict functioning, such as nutritional deficits, educational deprivation, neglect.

[redacted]

COMMUNICATION

24. Check the box which indicates the language most regularly or commonly spoken in the student's home. If the boxes are not appropriate, please write in the language on the line provided.
25. Please indicate if this student uses sign language.
26. Indicate if the student's instructional program incorporates the use of sign language.
27. If known, indicate if the student's family uses sign language in the home. If unknown, check the box "Data Not Available."
28. Please report hearing status of parents. If this information is unknown, check the box "Data Not Available."

[redacted]

SOURCE OF INFORMATION REPORTED ON THIS FORM

30. Check those records or sources which were used for obtaining information reported here. General school records refer to student files kept in central school office. Clinic records are medical and/or psychological reports kept separate from central school records. Audiological records refer to separate school files on the hearing status of the students. If records are not used to fill out this form, then interviews with parents, personal knowledge of student by person filling out this form, or communication with other staff members may have supplied this information. If none of above applies, please check box for "Other" and specify source of information.

APPENDIX 2
OUTPUT PRODUCTS

A. Individual Student Report
   - —Cover Letter of June 14, 1977
   - —Information Sheet for Individual Student Report
   - —Individual Student Report for John Q. Somebody

B. Quality of Data Report
   - —Cover Letter of July 8, 1977
   - —Information Sheet for Quality of Data Report
   - —Quality of Data Report for Sample School District

C. Reporting Source Summary Report
   - —Cover Letter of July 29, 1977
   - —Glossary for Reporting Source Summary, 1976-77
   - —Reporting Source Summary for Sample School District

GALLAUDET COLLEGE
OFFICE OF DEMOGRAPHIC STUDIES
7th Street & Florida Avenue, N.E. • Washington, D.C. 20002

Telephone (voice or TTY)
(202) 447-0301

June 14, 1977

Earlier this spring, you will recall, you submitted to this office a variety of information on your hearing impaired students as part of the Texas State Survey of Hearing Impaired Children and Youth. The purpose of that survey, of course, was to provide useful data for program planning and monitoring to local, regional, and state educators and administrators.

The first result of that Survey is an "Individual Student Report" for each child for whom you submitted data -- one is enclosed for each child reported to us. This form is meant to be kept in a child's main educational record file, and provides a wealth of information needed in the designing of the Individual Educational Plan (I.E.P.) for that child. An "Information Sheet," also enclosed, will help to clarify some of the items on the "Individual Student Report." Copies of these reports have also been forwarded to your regional superintendent.

Other reports for your program, your region, the state of Texas, and the nation will be prepared in the weeks ahead, and will be sent to you as they become available.

Your cooperation in and support of this project has been gratifying, and I want to thank you for your participation on behalf of our staff in Washington, and the staff of the Office of Education for the Deaf in Austin. If you have any questions or comments about this report, or if there is any other way in which we can be of service to you, please feel free to call us collect at 202-447-0301. One of us will do our best to assist you.

Sincerely,

Raymond J. Trybus, Ph.D.
Director
Office of Demographic Studies

Brenda W. Rawlings
Senior Research Associate
Office of Demographic Studies

INFORMATION SHEET FOR INDIVIDUAL STUDENT REPORT

TEXAS STATE SURVEY
HEARING IMPAIRED CHILDREN & YOUTH
1976-77 SCHOOL YEAR

Please use this information sheet in conjunction with the original questionnaire, should you have any questions regarding the computer print-out responses on the Individual student report.

Region Name - upper left corner
Office Identification Numbers - upper right corner

SCHOOL/AGENCY *This is the name of the school program reporting the data. For example, an entry might be - Arlington ISD, Sam Houston H.S.*

IDENTIFYING INFORMATION *Listed in this section are the student's name, his home address, birthdate and sex.*

ETHNIC BACKGROUND *The student's ethnic background will be indicated here. It is possible that more than one ethnic origin was reported. If the word "OTHER" appears this means that an ethnic origin other than those specified on the questionnaire was reported.*

ETIOLOGY OF HEARING LOSS *Information on the age at onset of hearing loss and the cause of hearing loss is reported in this section. "CAUSE OTHER THAN SPECIFIED" refers to a cause which was written-in on the questionnaire and not able to be classified into a specified category. "CAUSE CANNOT BE DETERMINED" appears when this box was checked on the questionnaire.*

AUDIOLOGICAL FINDINGS *Reported here are the date of the most recent audiological examination and the results for the right and left ear in the speech frequencies. The results reported under "ESTIMATED" are either the category checked on the questionnaire or those calculated by the Survey Office from the detailed audiological results supplied.*
"STANDARD" refers to the standard of measurement used in the audiometric test, e.g., ASA, ISO, etc.
Information on hearing aid use and age the child was first fitted with an aid is also reported.

ADDITIONAL HANDICAPPING CONDITIONS *Each of the additional handicaps reported for the child is shown. If the child has no additional handicaps, "NONE" is the response reported. "OTHER HEALTH IMPAIRED" refers to a physical condition which was written-in on the questionnaire but could not be classified into a specific category on the list. "OTHER" refers to other additional handicaps which were written-in such as nutritional deficits, educational deprivation, etc. (Please see questionnaire instructions.)*

PRESENT EDUCATIONAL PROGRAM *Listed here is the information reported for the current (1976-77 school year) type of educational services the student is receiving. Also reported is the source(s) of state funding for the child's special educational services. "OTHER" refers to a response which was written-in by the respondent which could not be classified into the categories of funding most commonly reported.*

EDUCATIONAL HISTORY *Reported in this section is the age of the student when he first began receiving special educational services or clinical services on a continuing basis. Also shown are the date the student first enrolled in his current program and the type of prior educational program (if any) before enrolling in the current program.*

COMMUNICATION *Data on the primary language spoken in the child's home are reported; "OTHER" refers to a language other than English, Spanish, or German. Information is also reported on the student's use of sign language at home and at school. Parental hearing status is also reported in this section.*

INTELLIGENCE TEST INFORMATION *Only the most frequently reported intelligence tests were specifically coded. These included -- WISC, WAIS, WPPSI, Leiter, Hiskey-Nebraska, Merrill-Palmer, Chicago, Arthur Point, California, Raven, and Stanford-Binet. If a test name other than one of these was reported, the report will read "OTHER NAME OF TEST." The date this test was administered is also reported.*

If you have any questions or need additional copies of this Information Sheet, please contact:

The Office of Demographic Studies
Gallaudet College
Washington, D.C. 20002

Telephone: 202-447-0301.

SAMPLE REGION

TEXAS STATE SURVEY
HEARING IMPAIRED CHILDREN & YOUTH
1976-77 SCHOOL YEAR

SCHOOL/AGENCY: SAMPLE INDEPENDENT SCH DIST

IDENTIFYING INFORMATION
STUDENT'S NAME: SOMEBODY, JOHN Q.
HOME ADDRESS: 2468 ANYWHERE STREET
ANYTOWN, TEXAS 78787
BIRTHDATE: 01/13/1974
SEX: MALE

ETHNIC BACKGROUND: WHITE

ETIOLOGY OF HEARING LOSS
AGE AT ONSET: AT BIRTH
CAUSE: RH INCOMPATIBILITY

AUDIOLOGICAL FINDINGS
DATE TESTED: 01/77

	RIGHT (500) (1000) (2000)	*LEFT* (500) (1000) (2000)
RESULTS:	DATA NOT REPORTED	DATA NOT REPORTED

ESTIMATED: MODERATE (41 - 55 DB ISO)
STANDARD: DATA NOT REPORTED, SOUNDFIELD EXAM
HEARING AID USE: PERSONAL AID IS NOT CURRENTLY WORN
AGE AT FIRST AID USE: STUDENT HAS NEVER BEEN FITTED WITH AID

ADDITIONAL HANDICAPPING CONDITIONS
UNCORRECTED VISUAL PROBLEM

PRESENT EDUCATIONAL PROGRAM
TYPE OF PROGRAM: FULL-TIME SPECIAL EDUCATIONAL CLASSES
STUDENT STATUS: RESIDENTIAL/DAY STATUS NOT REPORTED
MULTIPLY HANDICAPPED UNIT: NO,STUDENT IS NOT IN A MULTIPLY HANDICAPPED UNIT
INSTRUCTIONAL LEVEL: PREPRIMARY
PORTION OF TIME INTEGRATED
WITH HEARING PEERS: MORE THAN 15 HRS/WK DURING TYPICAL WEEK
SOURCE OF FUNDING: REGIONAL DAY SCHOOL FOR DEAF

EDUCATIONAL HISTORY
AGE WHEN FIRST RECEIVED SPECIAL SERVICES: 3 YEARS
DATE OF ENROLLMENT IN CURRENT PROGRAM: 01/77
PRIOR EDUCATIONAL PROGRAM: PRESCHOOL FOR HEARING IMPAIRED

COMMUNICATION
PRIMARY LANGUAGE SPOKEN IN HOME: ENGLISH
SIGN LANGUAGE USE BY STUDENT: NO, STUDENT DOESN'T USE SIGN LANGUAGE
SIGN LANGUAGE USE BY SCHOOL: NOT USED IN STUDENT'S INSTRUCTIONAL PROGRAM
SIGN LANGUAGE USE BY FAMILY: NOT USED BY STUDENT'S FAMILY IN THE HOME
PARENTAL DEAFNESS: NEITHER PARENT DEAF

INTELLIGENCE TEST INFORMATION
NAME OF TEST: DATA NOT REPORTED
DATE TESTED: DATA NOT REPORTED

GALLAUDET COLLEGE
OFFICE OF DEMOGRAPHIC STUDIES
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July 8, 1977

As part of our contract agreement with the TEA Office of Education for the Deaf, the Office of Demographic Studies (ODS) is providing school administrators, regional superintendents and the State Office with a variety of reports. By now you have already received the "Individual Student Reports" which were mailed to you and to the school administrators.

The enclosed "Quality of Data Reports" present information for each school in your region with regard to the number and percentage of non-responses for particular questionnaire items for which we sought data. Two copies of these reports are enclosed, one for your files, and one to be provided to each individual program head within your region. It is an important consideration in using statistical information to have good quality data and to keep to a minimum the percentage of non-reporting or unuseable responses which occur. In general the questionnaires returned to the survey office were well completed. These reports will show you, however, which particular questionnaire items had high non-response rates. This may have been due to the fact that the schools did not have this information in their existing files and were either unable or did not try to locate the information. These reports may assist you in updating your own records and in identifying areas of information which may need to be updated in program files. The information sheet which is included will help you in interpreting these reports; copies of these reports have also been forwarded to the State Office for their information.

Should you have any questions regarding these reports or if we can do anything further for you, please do not hesitate to contact us collect at 202-447-0301. We will be sending you summary reports shortly which will compare demographic characteristics of students in individual schools in your region to the entire region and the State, and hope you will find these useful as well.

Sincerely,

Raymond J. Trybus
Director

Brenda W. Rawlings
Research Associate

RTBR/GD
Encs.

INFORMATION SHEET FOR QUALITY OF DATA REPORTS

TEXAS STATE SURVEY
HEARING IMPAIRED CHILDREN & YOUTH
1976-77 SCHOOL YEAR

Please use this information sheet in conjunction with the original questionnaire, should you have any questions regarding the questionnaire items listed on the Quality of Data Report.

For each questionnaire item the number and percentage of non-responses for the school are shown. Based on previous surveys, "acceptable" non-response rates were established. If your school was over this acceptable rate for a particular item, the word "**HIGH**" will appear in the right-hand margin next to this particular percentage.

The name of the school or reporting source appears on the top of the page along with the total number of students for whom questionnaires were returned.

1. BIRTHDATE--Non-responses for this item occurred when the month and year of birth were not reported. Non-responses of 1% or more were determined to be HIGH.

2. HOME ADDRESS
   A. STREET--Non-responses of 10% or more were determined to be HIGH.
   B. CITY--Non-responses of 10% or more were determined to be HIGH.

3. ETHNIC BACKGROUND--Non-responses of 2% or more were determined to be HIGH. If the respondent checked the box "Cannot Report" this was counted as a response.

4. ETIOLOGY OF HEARING LOSS
   A. AGE AT ONSET--Non-responses of 21% or more were determined to be HIGH.
   B. CAUSE--Non-responses of 20% or more were determined to be HIGH. If the respondent checked the box "Cause Cannot Be Determined" this was counted as an acceptable response. Non-responses for this item occurred when the entire item was left blank or the respondent checked "Data Not Available."

5. AUDIOLOGICAL FINDINGS
   A. DATE TESTED--Non-responses of 16% or more were determined to be HIGH.
   B. STANDARD USED--Non-responses of 18% or more were determined to be HIGH.
   C. COMPLETE RESULTS AT 6 FREQUENCIES--This non-response rate reflects the percentage of cases where data were not reported for all three speech frequencies in each ear. Non-responses of 25% or more were determined to be HIGH.
   D. COMPLETE/PARTIAL RESULTS AT 6 FREQUENCIES--This non-response rate reflects the percentage of cases where no data were reported for any of the three speech frequencies in each ear. Non-responses of 13% or more were determined to be HIGH.
   E. LOSS ESTIMATE GIVEN WHEN REQUESTED--If audiological results were not reported, the respondent was asked to provide an estimate of the student's hearing loss. If an estimate was not given when requested, it was counted as a non-response. Non-responses of 3% or more were determined to be HIGH.

F. CURRENT HEARING AID USE--Non-responses of 10% or more were determined to be HIGH.
G. AGE AT FIRST AID USE--Non-responses of 10% or more were determined to be HIGH.

6. ADDITIONAL HANDICAPPING CONDITIONS--Non-responses of 12% or more were were determined to be HIGH.

7. PRESENT EDUCATIONAL PROGRAM
   A. TYPE OF PROGRAM--Non-responses of 1% or more were determined to be HIGH.
   B. RESIDENTIAL/DAY STATUS--Non-responses of 2% or more were determined to be HIGH.
   C. HRS/WK IN PART-TIME PROGRAMS--For those students enrolled in special educational programs less than full-time, non-responses for this item of 10% or more were determined to be HIGH.
   D. ENROLLED IN MULTI-HANDICAPPED UNIT--Non-responses of 9% or more were determined to be HIGH.
   E. INSTRUCTIONAL LEVEL--Non-responses of 10% or more were determined to be HIGH.
   F. TIME INTEGRATED WITH HEARING PEERS--Non-responses of 10% or more were determined to be HIGH.
   G. SOURCE OF FUNDING--Non-responses of 10% or more were determined to be HIGH.

8. EDUCATIONAL HISTORY
   A. AGE FIRST RECEIVED SPECIAL SERVICES--Non-responses of 10% or more were determined to be HIGH.
   B. DATE ENROLLED IN CURRENT PROGRAM--Non-responses of 10% or more were determined to be HIGH.
   C. PRIOR EDUCATIONAL PROGRAM ATTENDANCE--Non-responses of 10% or more were determined to be HIGH.
   D. TYPE OF PRIOR EDUCATION PROGRAM--For those students previously enrolled in special educational programs, non-responses of 10% or more were determined to be HIGH.

9. COMMUNICATION
   A. PRIMARY LANGUAGE SPOKEN IN HOME--Non-responses of 10% or more were determined to be HIGH.
   B. SIGN LANGUAGE USE BY STUDENT--Non-responses of 10% or more were determined to be HIGH.
   C. SIGN LANGUAGE USE BY SCHOOL--Non-responses of 10% or more were determined to be HIGH.
   D. SIGN LANGUAGE USE BY FAMILY--Non-responses of 10% or more were determined to be HIGH.
   E. PARENTAL DEAFNESS--Non-responses of 10% or more were determined to be HIGH.

10. INTELLIGENCE TEST RESULTS
   A. TEST NAME--Non-responses of 10% or more were determined to be HIGH.
   B. SCORES--Non-responses of 10% or more were determined to be HIGH.
   C. DATE TESTED--Non-responses of 10% or more were determined to be HIGH.

11. PRIMARY PERSONS FILLING OUT DATA FORM--Non-responses of 10% or more were determined to be HIGH.

12. INFORMATION SOURCE USED--Non-responses of 10% or more were determined to be HIGH.

SAMPLE REGION
TEXAS STATE SURVEY , 1976-77 SCHOOL YEAR

QUALITY OF DATA REPORT FOR: SAMPLE SCHOOL DISTRICT
TOTAL STUDENTS REPORTED: 83 STUDENTS ENROLLED

QUESTIONNAIRE ITEMS	NUMBER	& PERCENT OF NON-REPONSES	
1. BIRTHDATE	0	0%	
2. HOME ADDRESS			
A. STREET	0	0%	
B. CITY	1	1%	
3. ETHNIC BACKGROUND	0	0%	
4. ETIOLOGY OF HEARING LOSS			
A. AGE AT ONSET	51	61%	** HIGH **
B. CAUSE	46	55%	** HIGH **
5. AUDIOLOGICAL FINDINGS			
A. DATE TESTED	12	14%	
B. STANDARD USED	4	5%	
C. COMPLETE RESULTS AT 6 FREQUENCIES	17	20%	
D. COMPLETE/PARTIAL RESULTS AT 6 FREQ.	4	5%	
E. LOSS ESTIMATE GIVEN WHEN REQUESTED	1	1%	
F. CURRENT HEARING AID USE	4	5%	
G. AGE AT FIRST AID USE	41	49%	** HIGH **
6. ADDITIONAL HANDICAPPING CONDITIONS	2	2%	
7. PRESENT EDUCATIONAL PROGRAM			
A. TYPE OF PROGRAM	0	0%	
B. RESIDENTIAL/DAY STATUS	0	0%	
C. HRS/WK IN PART-TIME PROGRAM	1	1%	
D. ENROLLED IN MULTI-HANDICAPPED UNIT	7	8%	
E. INSTRUCTIONAL LEVEL	5	6%	
F. TIME INTEGRATED WITH HEARING PEERS	0	0%	
G. SOURCE OF FUNDING	7	8%	
8. EDUCATIONAL HISTORY			
A. AGE FIRST RECEIVED SPECIAL SERVICES	30	36%	** HIGH **
B. DATE ENROLLED IN CURRENT PROGRAM	3	4%	
C. PRIOR EDUCATIONAL PROG. ATTENDANCE	7	8%	
D. TYPE OF PRIOR EDUCATION PROGRAM	12	14%	** HIGH **
9. COMMUNICATION			
A. PRIMARY LANGUAGE SPOKEN IN HOME	2	2%	
B. SIGN LANGUAGE USE BY STUDENT	2	2%	
C. SIGN LANGUAGE USE BY SCHOOL	3	4%	
D. SIGN LANGUAGE USE BY FAMILY	27	33%	** HIGH **
E. PARENTAL DEAFNESS	19	23%	** HIGH **
10. INTELLIGENCE TEST RESULTS			
A. TEST NAME	40	48%	** HIGH **
B. SCORES	44	53%	** HIGH **
C. DATE TESTED	43	52%	** HIGH **
11. PRIMARY PERSON FILLING OUT DATA FORM	3	4%	
12. INFORMATION SOURCE USED	2	2%	

GALLAUDET COLLEGE
OFFICE OF DEMOGRAPHIC STUDIES
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Telephone (voice or TTY)
(202) 447-0301

July 29, 1977

We are pleased to send you the "Reporting Source Summary Report," the next in a series of reports from the Texas Survey of Hearing Impaired Children and Youth.

The enclosed computer-printed report presents a summary of the characteristics of your children compared to the hearing impaired children in your region of Texas and to the state as a whole. For some items for which national figures are available, these are also presented (for the 1975-76 school year). This report is considered confidential and will be shared only with your regional superintendent and the Texas Education Agency Officials in Austin. Information on your individual program and students will not be disclosed to other programs. A Glossary accompanies the summary to define the terms used in the report.

This report should be especially helpful to you in obtaining an overall picture of key characteristics of your students, such as the numbers and types of additional handicapping conditions. This information can prove useful in the preparation of state and local plans in accordance with P.L. 94-142, the "Education for all Handicapped Children Act," as well as in providing documentation for budget and similar reports.

Should you have any questions or comments regarding your "Reporting Source Summary" please contact either of us collect at 202-447-0301. We hope that you find these reports informative and useful.

Sincerely,

Raymond J. Trybus, Ph.D.
Director
Office of Demographic Studies

Brenda W. Rawlings
Research Associate
Office of Demographic Studies

RJTBWR/GD

Encs.

GLOSSARY
for
REPORTING SOURCE SUMMARY, 1976-77
TEXAS SURVEY OF HEARING IMPAIRED CHILDREN & YOUTH

The terms described in this "Glossary" are offered in order to assist in the interpretation of the Reporting Source Summary.

The following refer to the column headings on the Reporting Source Summary:

"REPORTING SOURCE":
The individual school, agency, or group of schools which submitted data to the Annual Survey is referred to as the "Reporting Source."

"REGION":
This column summarizes all the data submitted by all participating programs for the hearing impaired during the 1976-77 school year in your particular region of Texas. Five organizational regions were used: North, South, Central, Gulf-Coast, and West Panhandle. This column includes the data submitted by the "Reporting Source" school.

"TEXAS":
The column headed "Texas" provides a summary of the data submitted by all programs for hearing impaired students that are in Texas and that participated in the 1976-77 Annual Survey. This "State" column includes the data from the "Reporting Source."

"1975-76 NATION":
These data represent information submitted to the Annual Survey by programs offering special educational services to hearing impaired students during the 1975-76 school year. All schools in your state which participated in the Annual Survey for 1975-76 are included in this column. For some variables national data were not available; in these cases only asterisks will appear.

The following refer to student characteristics listed on the Reporting Source Summary:

"AGE":
The age of the students is the age as of December 31, 1976. The category "Information Not Reported" refers to students for whom birth date information was not submitted to the Annual Survey. (The age of the students for the national data is as of December 31, 1975.)

"SEX":
Where the sex of the students was omitted from the data form, it was determined, if possible, from other information submitted.

"ETHNIC ORIGIN":
This variable refers to the ethnic background or race of the student. The school was asked to check one or more categories which would best describe this ethnic background. The category "Information Not Reported" includes students for whom this information was not known and students in programs that were prohibited by law or school policy from releasing this information. The classification "Multi-Ethnic Background Indicated" is used to group those for whom more than one ethnic origin had been checked.

"DEGREE OF HEARING LOSS":
The hearing loss of students in the Survey was determined in terms of a "better ear average." The better ear averages were calculated by averaging the puretone thresholds for the speech range (500, 1000, and 2000 Hz) in the better ear. These averages are given in decibels according to the ISO standard. For the purposes of tabulations, audiological data reported in the ASA standard were converted to the ISO standard by adding ten decibels to the ASA average. If the standard was not reported but a better ear average could be computed, the results were treated as if reported in ISO standard.

If a better ear average could not be computed, the school was asked to make an estimate of the student's hearing loss according to a scale of six categories ranging from "within normal limits" (under 27 dB, ISO) to "profound" loss (91 dB and above, ISO). Since it was determined that the distribution of students for whom the school made an estimate of their hearing loss was very similar to the distribution of students whose loss was able to be computed in terms of a better ear average, these two groups have been combined in the Reporting Source Summary for the "degree of hearing loss" section.

"CURRENT HEARING AID USE":
This table presents data on whether or not the student currently wears a personal hearing aid.

"AGE AT ONSET OF HEARING LOSS":
This table shows the age of the student when he lost his hearing. The category "Information Not Reported" includes students for whom this information was omitted and those for whom the response of "Unknown" was reported.

"PROBABLE CAUSE OF HEARING LOSS":
This table presents the probable cause of the student's hearing loss. The causes are shown in regard to occurrence of loss at birth or after birth. The table shows the number of times a particular cause was reported. The category "Information Not Reported" includes those students for whom this information was not reported or cases where there was no known cause of the loss. If two or more causes were attributed to the hearing loss of a student, both causes are included.

"ADDITIONAL HANDICAPPING CONDITIONS":
Additional handicapping conditions refer to educationally significant handicaps reported to the Annual Survey in addition to impaired hearing. The table shows the number of times a particular handicapping condition was reported. The category "Number With No Additional Handicaps" refers to those students for whom it was stated that no additional handicaps were present. The category "Total Number of Conditions" is the summation of all the handicapping conditions reported, not the number of students having these conditions. If a student had two additional handicaps, both handicaps are included.

The 1975-76 national data were not totally comparable to the information collected in the Texas Survey. The national data do not differentiate between "Legal Blindness" and "Uncorrected Visual Problem." These two handicap categories have been collapsed and the national data reported on the line "Uncorrected Visual Problem" therefore, includes persons legally blind. The national data for "Other Health Impaired" and "Other" is combined and reported in the category "Other."

Note: The number and percentage of students for whom the information was not reported are indicated before the summary statistics. Where a percentage distribution for specific characteristics is shown, those for whom the information was not reported have been excluded from the calculations. In making comparisons between your program and any of the other comparison groups, special care should be taken in interpreting the data where there is a high percentage of "unknowns" in any or all of the categories.

In regard to "Probable Cause of Hearing Loss" and "Additional Handicapping Conditions," the percentages represent the proportion of students with each cause or each additional handicap; in these two instances the figures do not add up to 100% because some students may have more than one cause or additional handicap.

"INSTRUCTIONAL LEVEL":
Presented here is information on the current instructional level or grade placement of students. The category "Information Not Reported" refers to students for whom this item was left blank.

"TIME INTEGRATED WITH HEARING PEERS":
This variable describes the portion of a student's typical school week which is spent in regular classroom or other school activities with normal hearing peers.

"SOURCE OF EDUCATIONAL FUNDING":
This variable refers to the student's source of state funding for his special educational services. The school was asked to check all appropriate sources; where more than one category was checked these are grouped into the classification "Multiple Funding Sources Indicated."

"LANGUAGE SPOKEN IN HOME":
This variable reflects the language most regularly or commonly spoken in the student's home. The category "Other" refers to languages other than English, Spanish, or German. "Multiple Languages" refers to cases where more than one language was checked.

"SIGN LANGUAGE USE BY STUDENT":
Reported in this table is information regarding whether or not students use sign language.

"SIGN LANGUAGE USE IN CLASS":
This refers to whether or not the student's instructional program incorporates the use of sign language.

"SIGN LANGUAGE USE BY FAMILY":
This table shows the number of students whose families use sign language in the home.

"PARENTAL HEARING STATUS":
Presented here is information on the hearing status of the student's parents.

SAMPLE SCHOOL DISTRICT -- TEXAS YEAR : 1976 - 1977 (PAGE 1 OF 6)

AGE	REPORTING SOURCE		NORTH REGION		TEXAS		1975-76 NATION	
	NUMBER	PERCENT	NUMBER	PERCENT	NUMBER	PERCENT	NUMBER	PERCENT
TOTAL STUDENTS	274	100.0	929	100.0	4384	100.0	49427	100.0
INFORMATION NOT REPORTED	0	0.0	1	0.1	22	0.5	392	0.7
TOTAL KNOWN INFORMATION	274	100.0	928	100.0	4362	100.0	49035	100.0
UNDER 3 YEARS	0	0.0	21	2.3	49	1.1	688	1.3
FROM 3 TO 5 YEARS	1	0.4	118	12.7	403	9.2	4172	8.5
FROM 6 TO 9 YEARS	65	23.7	264	28.4	1078	24.7	10597	21.5
FROM 10 TO 13 YEARS	101	36.9	323	34.8	1560	35.8	17586	35.7
FROM 14 TO 17 YEARS	73	26.6	138	14.9	860	19.7	12304	25.1
18 YEARS AND OVER	34	12.4	64	6.9	412	9.4	3888	7.9

SEX	REPORTING SOURCE		NORTH REGION		TEXAS		1975-76 NATION	
	NUMBER	PERCENT	NUMBER	PERCENT	NUMBER	PERCENT	NUMBER	PERCENT
TOTAL STUDENTS	274	100.0	929	100.0	4384	100.0	49427	100.0
MALE	149	54.4	486	52.3	2383	54.4	24643	53.8
FEMALE	125	45.6	443	47.7	1996	45.5	22684	45.8
UNKNOWN, BLANK	0	0.0	0	0.0	5	0.1	140	0.3

ETHNIC ORIGIN	REPORTING SOURCE		NORTH REGION		TEXAS		1975-76 NATION	
	NUMBER	PERCENT	NUMBER	PERCENT	NUMBER	PERCENT	NUMBER	PERCENT
TOTAL STUDENTS	274	100.0	929	100.0	4384	100.0	49427	100.0
INFORMATION NOT REPORTED	5	1.8	8	0.9	24	0.5	3361	6.8
TOTAL KNOWN INFORMATION	269	100.0	921	100.0	4360	100.0	46066	100.0
WHITE	132	49.1	630	68.4	2450	56.2	34072	74.0
NEGRO OR BLACK	100	37.2	187	20.3	769	17.6	7518	16.3
HISPANIC-AMERICAN	33	12.3	92	10.0	1090	25.0	3481	7.6
AMERICAN INDIAN	4	1.5	4	0.4	6	0.1	202	0.4
ORIENTAL	0	0.0	2	0.2	17	0.4	386	0.8
OTHER	0	0.0	2	0.2	13	0.3	228	0.5
MULTI-ETHNIC BACKGROUND INDICATED	0	0.0	4	0.4	15	0.3	169	0.4

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SAMPLE SCHOOL DISTRICT -- TEXAS YEAR (1976 - 1977 (PAGE 2 OF 6)

DEGREE OF HEARING LOSS	REPORTING SOURCE		NORTH REGION		TEXAS		1975-76 NATION	
	NUMBER	PERCENT	NUMBER	PERCENT	NUMBER	PERCENT	NUMBER	PERCENT
TOTAL STUDENTS	274	100.0	929	100.0	4384	100.0	49427	100.0
INFORMATION NOT REPORTED	4	1.5	146	15.7	232	5.3	2595	5.3
TOTAL KNOWN INFORMATION	270	100.0	783	100.0	4152	100.0	46832	100.0
NORMAL (UNDER 27 DB)	5	1.9	25	3.2	360	8.7	1138	2.4
MILD (FROM 27 TO 40 DB)	8	3.0	43	5.5	304	7.3	1886	4.0
MODERATE (FROM 41 TO 55 DB)	24	8.9	74	9.5	369	8.9	3819	8.2
MODERAT. SEVERE(FROM 56 TO 70 DB)	24	8.9	102	13.0	569	13.6	6288	13.3
SEVERE (FROM 71 TO 90 DB)	52	19.3	163	20.8	924	22.3	12382	26.3
PROFOUND (91 DB AND ABOVE)	157	58.1	376	48.0	1630	39.3	21489	45.8

CURRENT HEARING AID USE	REPORTING SOURCE		NORTH REGION		TEXAS		1975-76 NATION	
	NUMBER	PERCENT	NUMBER	PERCENT	NUMBER	PERCENT	NUMBER	PERCENT
TOTAL STUDENTS	274	100.0	929	100.0	4384	100.0	*****	*****
INFORMATION NOT REPORTED	32	11.7	210	22.6	386	8.8	*****	*****
TOTAL KNOWN INFORMATION	242	100.0	719	100.0	3998	100.0	*****	*****
CURRENTLY WEAR AID	201	83.1	618	86.0	2729	68.3	*****	*****
DO NOT CURRENTLY WEAR AID	41	16.9	101	14.0	1269	31.7	*****	*****

AGE AT ONSET	REPORTING SOURCE		NORTH REGION		TEXAS		1975-76 NATION	
	NUMBER	PERCENT	NUMBER	PERCENT	NUMBER	PERCENT	NUMBER	PERCENT
TOTAL STUDENTS	274	100.0	929	100.0	4384	100.0	49427	100.0
INFORMATION NOT REPORTED	105	38.3	247	26.6	1164	26.6	10589	21.3
TOTAL KNOWN INFORMATION	169	100.0	682	100.0	3220	100.0	38898	100.0
ONSET AT BIRTH	110	65.1	502	73.6	2355	73.1	29846	76.7
UNDER 1 YEAR	18	10.7	54	7.9	224	7.0	2593	6.7
1 YEAR	24	14.2	49	7.2	233	7.2	2595	6.6
2 YEARS	9	5.3	39	5.7	176	5.5	1658	4.3
3 YEARS	4	2.4	15	2.2	79	2.5	810	2.1
FROM 4 TO 6 YEARS	4	2.4	20	2.9	111	3.4	1096	2.8
7 YEARS AND OVER	0	0.0	3	0.4	42	1.3	340	0.9

PROBABLE CAUSE OF HEARING LOSS	REPORTING SOURCE		NORTH REGION		TEXAS		1975-76 NATION	
	NUMBER		NUMBER		NUMBER		NUMBER	
TOTAL STUDENTS	274		929		4384		49427	
INFORMATION NOT REPORTED	145		423		1901		23203	
	NUMBER	PERCENT	NUMBER	PERCENT	NUMBER	PERCENT	NUMBER	PERCENT
**** CAUSES AT BIRTH ****								
MATERNAL RUBELLA	30	23.3	155	30.6	732	29.5	8895	33.7
OTHER COMPLICATIONS OF PREGNANCY	10	7.8	30	5.9	129	5.2	1490	5.7
PREMATURITY	4	3.1	30	5.9	151	6.1	2180	8.3
RH INCOMPATIBILITY	3	2.3	13	2.6	92	3.7	1244	4.7
TRAUMA AT BIRTH	8	6.2	25	4.9	89	3.6	1121	4.3
HEREDITY	27	20.9	91	18.0	389	15.7	4430	16.9
OTHER	7	5.4	32	6.3	104	4.2	1225	4.7
**** CAUSES AFTER BIRTH ****								
MENINGITIS	24	18.6	80	15.8	274	11.0	2805	10.7
MUMPS	2	1.6	7	1.4	36	1.4	219	0.8
MEASLES	5	3.9	11	2.2	85	3.4	790	3.0
OTITIS MEDIA	1	0.8	9	1.8	155	6.2	710	2.7
TRAUMA AFTER BIRTH	3	2.3	8	1.6	61	2.5	387	1.5
HIGH FEVER	11	8.5	38	7.5	177	7.1	1245	4.7
INFECTIONS	5	3.9	18	3.6	151	6.1	876	3.3
OTHER	3	2.3	17	3.4	131	5.3	1246	4.8

(SEE INFORMATION SHEET FOR METHOD OF CALCULATING ABOVE PERCENTAGES)

ADDITIONAL HANDICAPPING CONDITIONS	REPORTING SOURCE		NORTH REGION		TEXAS		1975-76 NATION	
	NUMBER		NUMBER		NUMBER		NUMBER	
TOTAL STUDENTS	274		929		4384		49427	
INFORMATION NOT REPORTED	51		232		447		5866	
NUMBER WITH NO ADDITIONAL HANDICAPS	165		518		2993		29427	
TOTAL NUMBER OF CONDITIONS	72		250		1259		21424	
	NUMBER	PERCENT	NUMBER	PERCENT	NUMBER	PERCENT	NUMBER	PERCENT
LEGAL BLINDNESS	5	2.2	18	2.6	71	1.8	*****	*****
UNCORRECTED VISUAL PROBLEM	1	0.4	13	1.9	104	2.6	3795	6.7
MINIMAL BRAIN INJURY	4	1.8	14	2.0	50	1.3	1576	3.6
EPILEPSY (CONVULSIVE DISORDER)	0	0.0	5	0.7	37	0.9	443	1.1
ORTHOPEDIC	2	0.9	9	1.3	49	1.2	958	2.2
CEREBRAL PALSY	9	4.0	23	3.3	102	2.6	1469	3.4
HEART DISORDER	3	1.3	15	2.2	73	1.9	1359	3.1
OTHER HEALTH IMPAIRED	3	1.3	31	4.4	90	2.3	*****	*****
MENTAL RETARDATION	31	13.9	59	8.5	216	5.5	3839	8.8
EMOTIONAL OR BEHAVIORAL PROBLEMS	6	2.7	28	4.0	150	3.8	3435	7.9
SPECIFIC LEARNING DISABILITY	8	3.6	27	3.9	240	6.1	2263	5.2
OTHER	0	0.0	8	1.1	77	2.0	2247	5.2

(SEE INFORMATION SHEET FOR METHOD OF CALCULATING ABOVE PERCENTAGES)

INSTRUCTIONAL LEVEL	REPORTING SOURCE		NORTH REGION		TEXAS		1975-76 NATION	
	NUMBER	PERCENT	NUMBER	PERCENT	NUMBER	PERCENT	NUMBER	PERCENT
TOTAL STUDENTS	274	100.0	929	100.0	4384	100.0	*****	*****
INFORMATION NOT REPORTED	1	0.4	148	15.9	204	4.7	*****	*****
TOTAL KNOWN INFORMATION	273	100.0	781	100.0	4180	100.0	*****	*****
PREPRIMARY	2	0.7	166	21.3	599	14.3	*****	*****
ELEMENTARY	137	50.2	406	52.0	1917	45.9	*****	*****
JUNIOR HIGH SCHOOL	63	23.1	103	13.2	752	18.0	*****	*****
HIGH SCHOOL	71	26.0	91	11.7	791	18.9	*****	*****
UNGRADED	0	0.0	15	1.9	121	2.9	*****	*****

TIME INTEGRATED WITH HEARING PEERS	REPORTING SOURCE		NORTH REGION		TEXAS		1975-76 NATION	
	NUMBER	PERCENT	NUMBER	PERCENT	NUMBER	PERCENT	NUMBER	PERCENT
TOTAL STUDENTS	274	100.0	929	100.0	4384	100.0	*****	*****
INFORMATION NOT REPORTED	4	1.5	195	21.0	297	6.8	*****	*****
TOTAL KNOWN INFORMATION	270	100.0	734	100.0	4087	100.0	*****	*****
NONE	26	9.6	176	26.7	1656	40.5	*****	*****
SOME, BUT LESS THAN 5 HRS/WK	103	38.1	218	29.7	600	14.7	*****	*****
5 - 10 HOURS PER WEEK	73	27.0	136	18.5	601	14.7	*****	*****
11 - 15 HOURS PER WEEK	9	3.3	51	6.9	259	6.3	*****	*****
MORE THAN 15 HOURS PER WEEK	59	21.9	133	18.1	971	23.8	*****	*****

SOURCE OF EDUCATIONAL FUNDING	REPORTING SOURCE		NORTH REGION		TEXAS		1975-76 NATION	
	NUMBER	PERCENT	NUMBER	PERCENT	NUMBER	PERCENT	NUMBER	PERCENT
TOTAL STUDENTS	274	100.0	929	100.0	4384	100.0	*****	*****
INFORMATION NOT REPORTED	4	1.5	157	16.9	267	6.1	*****	*****
TOTAL KNOWN INFORMATION	270	100.0	772	100.0	4117	100.0	*****	*****
REGIONAL DAY SCHOOL (SB 803)	269	99.6	745	96.5	3156	76.7	*****	*****
TEXAS SCHOOL FOR THE DEAF	0	0.0	0	0.0	638	15.5	*****	*****
SPECIAL EDUCATION (PLAN A)	0	0.0	4	0.5	77	1.9	*****	*****
T. D. M. H. & M. R.	0	0.0	0	0.0	0	0.0	*****	*****
OTHER	0	0.0	0	0.0	61	1.5	*****	*****
MULTIPLE FUNDING SOURCE INDICATED	1	0.4	23	3.0	185	4.5	*****	*****

LANGUAGE SPOKEN IN HOME	REPORTING SOURCE		NORTH REGION		TEXAS		1975-76 NATION	
	NUMBER	PERCENT	NUMBER	PERCENT	NUMBER	PERCENT	NUMBER	PERCENT
TOTAL STUDENTS	274	100.0	929	100.0	4384	100.0	*****	*****
INFORMATION NOT REPORTED	15	5.5	161	17.3	224	5.1	*****	*****
TOTAL KNOWN INFORMATION	259	100.0	768	100.0	4160	100.0	*****	*****
ENGLISH	237	91.5	712	92.7	3309	79.5	*****	*****
SPANISH	19	7.3	42	5.5	655	15.7	*****	*****
GERMAN	0	0.0	1	0.1	2	0.0	*****	*****
OTHER	0	0.0	2	0.3	16	0.4	*****	*****
MULTIPLE LANGUAGES	3	1.2	11	1.4	178	4.3	*****	*****

SIGN LANGUAGE USE BY STUDENT	REPORTING SOURCE		NORTH REGION		TEXAS		1975-76 NATION	
	NUMBER	PERCENT	NUMBER	PERCENT	NUMBER	PERCENT	NUMBER	PERCENT
TOTAL STUDENTS	274	100.0	929	100.0	4384	100.0	*****	*****
INFORMATION NOT REPORTED	1	0.4	167	18.0	245	5.6	*****	*****
TOTAL KNOWN INFORMATION	273	100.0	762	100.0	4139	100.0	*****	*****
STUDENTS USE SIGN LANGUAGE	237	86.8	625	82.0	2842	68.7	*****	*****
STUDENTS DO NOT USE SIGN LANGUAGE	36	13.2	137	18.0	1297	31.3	*****	*****

SIGN LANGUAGE USE IN CLASS	REPORTING SOURCE		NORTH REGION		TEXAS		1975-76 NATION	
	NUMBER	PERCENT	NUMBER	PERCENT	NUMBER	PERCENT	NUMBER	PERCENT
TOTAL STUDENTS	274	100.7	929	121.0	4384	111.6	*****	*****
INFORMATION NOT REPORTED	1	0.4	148	19.3	208	5.3	*****	*****
TOTAL KNOWN INFORMATION	273	100.4	781	101.7	4176	106.3	*****	*****
STUDENTS USE SIGNS IN CLASS	237	87.1	687	89.5	3028	77.0	*****	*****
STUDENTS DON'T USE SIGNS IN CLASS	36	13.2	94	12.2	1148	29.2	*****	*****

SIGN LANGUAGE USE BY FAMILY	REPORTING SOURCE		NORTH REGION		TEXAS		1975-76 NATION	
	NUMBER	PERCENT	NUMBER	PERCENT	NUMBER	PERCENT	NUMBER	PERCENT
TOTAL STUDENTS	274	100.0	929	100.0	4384	100.0	*****	*****
INFORMATION NOT REPORTED	10	3.6	213	22.9	640	14.6	*****	*****
TOTAL KNOWN INFORMATION	264	100.0	716	100.0	3744	100.0	*****	*****
FAMILY USES SIGN LANGUAGE	152	57.6	357	49.9	1078	28.8	*****	*****
FAMILY DOES NOT USE SIGN LANGUAGE	112	42.4	359	50.1	2666	71.2	*****	*****

SAMPLE SCHOOL DISTRICT -- TEXAS YEAR : 1976 - 1977 (PAGE 6 OF 6)

PARENTAL HEARING STATUS	REPORTING SOURCE		NORTH REGION		TEXAS		1975-76 NATION	
	NUMBER	PERCENT	NUMBER	PERCENT	NUMBER	PERCENT	NUMBER	PERCENT
TOTAL STUDENTS	274	100.0	929	100.0	4384	100.0	*****	*****
INFORMATION NOT REPORTED	2	0.7	161	17.3	454	10.4	*****	*****
TOTAL KNOWN INFORMATION	272	100.0	768	100.0	3930	100.0	*****	*****
BOTH PARENTS NORMAL HEARING	259	95.2	730	95.1	3751	95.4	*****	*****
ONLY ONE PARENT DEAF	2	0.7	11	1.4	90	2.3	*****	*****
BOTH PARENTS DEAF	11	4.0	27	3.5	89	2.3	*****	*****

THIS REPORT WAS PREPARED BY THE

OFFICE OF DEMOGRAPHIC STUDIES
GALLAUDET COLLEGE
WASHINGTON, D. C.

AS PART OF THE

TEXAS SURVEY OF HEARING IMPAIRED CHILDREN & YOUTH

FOR QUESTIONS OR FURTHER INFORMATIONS, CONTACT O.D.S. (COLLECT) AT
202-447-0301

APPENDIX 3
DATA COLLECTION MATERIALS, 1977-78

A. Basic Data Form, 1977-78 School Year

B. Computer-printed Follow-Up Form, 1977-78 School Year
Sample form for Jane Q. Somebody

TEXAS STATE SURVEY
HEARING IMPAIRED CHILDREN & YOUTH
1977-78 SCHOOL YEAR

Texas Education Agency
Austin
Texas 78701

Office of Demographic Studies
Gallaudet College
Washington, D.C. 20002

CONFIDENTIAL: All information which would permit identification of any individual or institution will be held strictly confidential and will be used only by Texas Education Agency officials and O.D.S. staff for authorized purposes. The data will not be disclosed to others for any other reason.

IDENTIFYING INFORMATION

1. Student Name: _____ (Last) (First) (Middle)
2. Student's Home Address: _____ (Street)
   _____ (City) (State) (Zip Code)
3. Present School or Agency: _____ (Name of School or Agency)
   _____ (City)
4. Date of Birth: _____ (Mo., Day, Yr.)
5. Sex: ☐ M ☐ F
6. School Region: ☐ Central ☐ Gulf Coast ☐ North ☐ South ☐ West-Panhandle

ETHNIC BACKGROUND

7. Check all that apply.
   - ☐ White
   - ☐ Negro or Black
   - ☐ Hispanic-American (Spanish Surname)
   - ☐ American Indian (Native American)
   - ☐ Oriental (Asian-American)
   - ☐ Other (specify) _____
   - ☐ Cannot Report
   - ☐ Unknown

AGE AT ONSET OF HEARING LOSS

8. Check or fill in only one.
   ☐ At Birth _____ Years of Age ☐ Unknown

CAUSE OF HEARING LOSS

9. Complete only one section, either A, B, C, or D.

A. If onset **at birth,** what was the probable cause? (Check all that apply)
- ☐ Maternal Rubella
- ☐ Trauma at Birth
- ☐ Other Complications of Pregnancy
- ☐ Heredity
- ☐ Prematurity
- ☐ Rh Incompatibility
- ☐ Other (specify) _____

B. If onset **after birth,** what was the probable cause? (Check all that apply)
- ☐ Meningitis
- ☐ High Fever
- ☐ Mumps
- ☐ Infections
- ☐ Measles
- ☐ Otitis Media
- ☐ Trauma
- ☐ Other (specify) _____

C. ☐ Cause Cannot Be Determined

D. Data Not Available in Student's Record

COMMUNICATION

10. Indicate the language regularly spoken in the student's home.
    ☐ English ☐ Spanish ☐ German ☐ Other (specify) _____ ☐ Data not available
11. Does the student use sign language? ☐ Yes ☐ No
12. Does the student's instructional program incorporate the use of sign language? ☐ Yes ☐ No
13. Is sign language used by the student's family in the home? ☐ Yes ☐ No ☐ Data not available
14. Are both parents of the student deaf? ☐ Yes, both parents deaf ☐ Only one parent deaf ☐ Neither parent deaf ☐ Data not available

TYPE OF EDUCATIONAL PROGRAM—77-78 SCHOOL YEAR

15. Indicate the type of educational program in which this student is enrolled. Complete Box 1 and 2 where applicable. (Before choosing a category, please refer to the attached instructional sheet for definitions of categories.) *Complete either Section A or B, but not both.*

A. Full-time Special Education for the Hearing Impaired (check one)

- ☐ Residential School for Deaf Students →
- ☐ Residential School for Multiply Handicapped Students →

Box 1
This student is a:
- ☐ Residential Student
- ☐ Day Student

- ☐ Regional Day School for Hearing Impaired Students →
- ☐ Day School for Multiply Handicapped Students
- ☐ Full-time Special Educational Classes →

Box 2
Is this student in a special unit for multiply handicapped students?
☐ Yes ☐ No

B. Part-time Special Education for the Hearing Impaired (check all that apply)

☐ Part-time Special Educational Classes →	☐ Up to 5 hrs./wk.	☐ 6-10 hrs./wk.	☐ 11-15 hrs./wk.		
☐ Class for Multiply Handicapped →	☐ Up to 5 hrs./wk.	☐ 6-10 hrs./wk.	☐ 11-15 hrs./wk.		
☐ Itinerant Services →	☐ Up to 5 hrs./wk.	☐ 6-10 hrs./wk.	☐ 11-15 hrs./wk.		
☐ Resource Room →	☐ Up to 5 hrs./wk.	☐ 6-10 hrs./wk.	☐ 11-15 hrs./wk.		
☐ Regular School for Hearing Students →	☐ Up to 5 hrs./wk.	☐ 6-10 hrs./wk.	☐ 11-15 hrs./wk.	☐ 16-25 hrs./wk.	☐ 26 hrs./wk. or more
☐ Preschool or Nursery Program for Hearing Impaired Children (i.e., not part of a larger residential or day program) →	☐ Up to 5 hrs./wk.	☐ 6-10 hrs./wk.	☐ 11-15 hrs./wk.		
☐ Parent-Child Program →	☐ Up to 5 hrs./wk.	☐ 6-10 hrs./wk.	☐ 11-15 hrs./wk.		
☐ Speech and Hearing Clinical Services →	☐ Up to 5 hrs./wk.	☐ 6-10 hrs./wk.	☐ 11-15 hrs./wk.		
☐ Other →	☐ Up to 5 hrs./wk.	☐ 6-10 hrs./wk.	☐ 11-15 hrs./wk.		

(specify) _____

16. Check box indicating total number of hours per week this student attends **academic** classes (e.g., reading, math, speech/auditory training, etc.)
☐ None ☐ 1-5 hrs. ☐ 6-10 hrs. ☐ 11-15 hrs. ☐ 16-25 hrs. ☐ 26 hrs. & over

17. Check box indicating total number of hours per week student spends in **academic classes integrated with hearing** students.
☐ None ☐ 1-5 hrs. ☐ 6-10 hrs. ☐ 11-15 hrs. ☐ 16-25 hrs. ☐ 26 hrs. & over

18. Check box indicating total number of hours per week student spends in other **non-academic** activities (e.g., physical education, lunch, recess) integrated with hearing students.
☐ None ☐ 1-5 hrs. ☐ 6-10 hrs. ☐ 11-15 hrs. ☐ 16-25 hrs. ☐ 26 hrs. & over

19. Does this student participate in school-sponsored, **extracurricular activities** (e.g., sports, school newspaper, hobby club, etc.)?
☐ Yes ☐ No

20. What is the grade placement of this student? (PLEASE CHECK ONLY ONE.)
☐ Preprimary (Preschool, Nursery School, Kindergarten) ☐ Junior High School (Middle School, Intermediate) ☐ Ungraded
☐ Elementary (Lower School) ☐ High School (Upper School, Advanced)

21. Please indicate the source or sources of state funding for this student's special educational services.
☐ Regional Day School Program for the Deaf (S.B. 803) ☐ Texas School for the Deaf ☐ Special Education (Plan A)
☐ Texas Department of Mental Health and Mental Retardation ☐ Other (specify) _____

EDUCATIONAL HISTORY

22. **What was this student's age when special educational services or clinical services of a speech and hearing clinic were first provided on a continuing basis?**
_____ **Years or** _____ **Months** ☐ **Data Not Available**

23. **When did this student first enroll in your program?** **Date** [ ] [ ]
(Month) **(Year)**

24. **Was this student in another educational program prior to enrolling in your program?**
☐ **Yes (Complete item below)** ☐ **No (Go to Section 25)**

Please indicate below the *type* of program in which this student was enrolled prior to entering your program. Check only one box. If type of prior program is unknown, check here: ☐

- ☐ Residential School for Deaf Students
- ☐ Residential School for Multiply Handicapped Students
- ☐ Day School for Hearing Impaired Students
- ☐ Day School for Multiply Handicapped Students
- ☐ Full-time Special Educational Classes
- ☐ Classes for Multiply Handicapped
- ☐ Part-time Special Educational Classes
- ☐ Itinerant Services
- ☐ Resource Room
- ☐ Regular School for Hearing Students
- ☐ Preschool or Nursery Program for Hearing Impaired Children
- ☐ Parent-Child Program
- ☐ Speech and Hearing Clinical Services
- ☐ Other (specify) _____

AUDIOLOGICAL FINDINGS (unaided)

25. Air Conduction Test (If Air Conduction Results Are Not Available, Go to 26) →

A. Date Tested: _____ _____
(Month) (Year)

B. Standard Used: ☐ ISO ☐ ASA ☐ ANSI

C. Note: If Sound Field Examination, Check Here: ☐

D.

	RIGHT EAR			LEFT EAR		
Frequency	500	1000	2000	500	1000	2000
Hearing Level						

26. A. Check the box beside the statement which best describes the student's unaided hearing loss.

☐ Normal Limits (Less than 27 dB ISO)
☐ Mild (27-40 dB ISO)
☐ Moderate (41-55 dB ISO)
☐ Moderately Severe (56-70 dB ISO)
☐ Severe (71-90 dB ISO)
☐ Profound (91 dB plus ISO)

B. Check the box indicating the reason complete air conduction test results are not available.

☐ Child not tested
☐ Child tested, but results not in file
☐ Unsuccessful or only partially successful attempt to test
☐ Other (specify) _____
(PROCEED TO ITEM 27)

27. Does this student currently wear a personal hearing aid? ☐ Yes ☐ No

28. Indicate the age of the student when fitted with his first hearing aid.

_____ Years of Age ☐ Student Has Never Been Fitted with Aid ☐ Data Not Available

ADDITIONAL HANDICAPPING CONDITIONS

29. Check all educationally significant handicapping conditions:

☐ **Child Has No Additional Handicapping Conditions.**

Column 1
☐ Legal Blindness
☐ Uncorrected Visual Problem but not legally blind
☐ Minimal Brain Injury
☐ Epilepsy (Convulsive Disorder)
☐ Orthopedic
☐ Cerebral Palsy
☐ Heart Disorder
☐ Other Health Impaired (specify) _____

Column 2
☐ Mental Retardation
☐ Emotional/Behavioral Problem
☐ Specific Learning Disability
☐ Other (specify) _____

INTELLIGENCE TEST

30. Indicate results of most recent intelligence test
IF NOT TESTED, CHECK HERE ☐

Description of Test		I.Q. Scores		
(Name of Test)	(Level of Test)	(Verbal)	(Nonverbal)	(Month & Year Tested)
_____	_____	_____	_____	_____

PRIMARY PROFESSIONAL POSITION OF PERSON FILLING OUT THIS FORM

31. Check more than one *only* if more than one person assisted in filling out this form.

☐ Program Director/Superintendent
☐ Principal
☐ Supervisor/Supervisory Teacher
☐ Classroom Teacher of Student
☐ School Doctor (M.D.)
☐ School Nurse
☐ Psychologist
☐ Educational Diagnostician
☐ Audiologist
☐ Counselor
☐ Teacher's Aide
☐ Secretary/Clerical Assistant
☐ Other (specify) _____

SOURCE OF INFORMATION REPORTED ON THIS FORM

32. Please check all that apply

☐ Central or General School Records
☐ Clinic/Medical Records
☐ Audiological Records
☐ Parents
☐ Personal Knowledge of this Student
☐ Personal Communication with Other Staff
☐ Other (specify) _____

INSTRUCTIONS FOR COMPLETING TEXAS STATE DATA FORM

Complete a Texas State Data Form for every hearing impaired student served by your special educational program for whom you have not received a computer print-out form for the 1977-78 school year. Include all hearing impaired students served by your educational program as of the day you complete these forms.

PAGE 1 Instructions

IDENTIFYING INFORMATION

1. Please provide the student's complete name.
2. Please write in the student's home address.
3. Indicate where student is now enrolled and attending school.
4. Write in the date of birth. In the event the date of birth is unknown, report your best estimate of the year in which the student was born.
5. Check if the student is male (M) or female (F).
6. Please check the box which indicates the administrative region in Texas in which this school is located.

ETHNIC BACKGROUND

7. Indicate student's ethnic background by checking the appropriate box. If laws, regulations, or school policies prevent reporting of information, check "Cannot Report" box.

AGE AT ONSET OF HEARING LOSS

8. Indicate the age at onset of the hearing loss by writing in the years of age or by checking the box "At Birth." If age at onset is unknown, check box marked "Unknown."

CAUSE OF HEARING LOSS

9. Complete only one section, either A, B, C, or D.

   A. Onset *At Birth:* If onset of hearing loss was at birth, check cause(s) under section A. If multiple causes, check all that apply. If none applies, indicate the cause in the space marked "Other."

   B. Onset *After Birth:* If onset of hearing loss was after birth, check cause(s) under section B. If multiple causes, check all that apply. If none applies, indicate the cause in the space marked "Other."

   C. Cause Cannot Be Determined: school files or other sources indicate that cause of loss is unknown, even though an attempt has been made to determine it.

   D. Data Not Available in Student's Record: school file does not list cause of loss.

COMMUNICATION

10. Check the box which indicates the language most regularly or commonly spoken in the student's home. If the boxes are not appropriate, please write in the language on the line provided.
11. Please indicate if this student uses sign language.
12. Indicate if the student's instructional program incorporates the use of sign language.
13. If known, indicate if the student's family uses sign language in the home. If unknown, check the box "Data Not Available."
14. Please report hearing status of parents. If this information is unknown, check the box "Data Not Available."

PAGE 2 Instructions

TYPE OF PRESENT EDUCATIONAL PROGRAM—77-78 SCHOOL YEAR

15. Complete either section A *or* B, but not both. Use the following definitions.

A. Full-time special education for the hearing impaired (if you complete this section, check only one box)

Residential School for Deaf Students: A school facility in which hearing impaired students are educated, housed, and cared for. The program is intended exclusively for hearing impaired students. Indicate day or residential status in Box 1 and complete Box 2.

Residential School for Multiply Handicapped Students: A school facility in which multiply handicapped students who have a hearing loss as one of their handicaps are educated, housed, and cared for. Indicate day or residential status in Box 1.

Regional Day School for Hearing Impaired Students: A facility where a significant proportion of all classes are conducted exclusively for hearing impaired students, all of whom live at home and attend school during the day. Also complete Box 2.

Day School for Multiply Handicapped Students: The school provides educational services to multiply handicapped students, some of whom are deaf; these students live at home and attend school during the day.

Full-time Special Educational Classes: Special classes consisting entirely of hearing impaired children. Classes are located in an elementary or secondary school building in which hearing children also attend classes. Also complete Box 2.

Box 2: Special Unit for Multiply Handicapped Students is a unit within an existing program for hearing impaired students in which a multiply handicapped hearing impaired student receives special educational services. The unit is situated in a clearly identifiable physical location and staff are specifically assigned to the unit.

B. Part-time special education for the hearing impaired (if you complete this section, check all the boxes that apply; also for each program type checked indicate the number of hours of training received)

Part-time Special Educational Classes: The student's time is spent partly in special educational classes consisting entirely of hearing impaired students.

Class for Multiply Handicapped: Student attends classes for multiply handicapped children in a school for hearing students.

Itinerant Services: Hearing impaired student is enrolled in a regular class with hearing students. In addition, he or she receives the services of an itinerant teacher of the hearing impaired.

Resource Room: A special classroom located in a regular school for hearing children which contains personnel, services and facilities specifically designed for hearing impaired students. Student participates in regular classroom activities and receives special help in resource room as needed.

Regular School for Hearing Students: The student is integrated with hearing students for his/her school program and receives supporting services from the special educational program.

Preschool or Nursery School Program: *A special educational program*, unattached to a larger residential or day school, designed for hearing impaired children under 6 years of age in which the hearing impaired child is enrolled due to his/her hearing loss. If a speech and hearing center conducts such a program, check this box.

Parent-Child Program: The child and one or both parents or guardians are jointly enrolled in an ongoing special educational program as a result of the child's hearing loss. This may or may not be the major educational service directed to this child.

Speech and Hearing Clinical Services: Hearing impaired child receives *clinical services* such as auditory or speech training generally on an individual basis. Children under 6 years of age who attend a preschool educational program unattached to a larger school should also be checked under the "Preschool or Nursery School" category listed above.

Other: If none of the categories listed adequately describes this student's special educational program, please check this category and explain briefly the nature of the services received by the student.

16. Total here is for the average week during the school year. Do **not** include physical education classes, study halls, etc.
17. Total here may range from "None" in special schools for hearing impaired students up to total number of hours checked in item 16.
18. Do not include the extracurricular activities of item 19.
19. Do not include attendance at one-time events such as school dances or picnics or spectator activity at athletic or other events. Please check "Yes" only for participant activity in continuing clubs or programs.
20. Grade Placement of Student: In general, the preprimary grade level refers to all classes or schooling before grade 1, the elementary to grades 1 through 6, the junior high school to grades 7 through 9, and the high school to grades 10, 11, and 12.
21. Please check the box or boxes indicating the source(s) of funding for this student's special educational services. If there are other sources, please specify on the line provided.

EDUCATIONAL HISTORY

22. **Please write in the age of the student when he *first* was provided, on a continuing basis, special educational services or clinical services of a speech and hearing clinic. Specify years or months of age. If this information is unknown or the information unavailable, check the box "Data Not Available."**

23. **Indicate in the box the month and the year this student was first enrolled in your program.**

24. **Please consult and use the same definitions given for Section 15 A and 15 B under "Present Educational Program." The same definitions apply to the type of programs listed in Section 24.**

PAGE 3 Instructions

AUDIOLOGICAL FINDINGS (unaided)

25. Describe student's hearing loss if air conduction results are available. (If test results are not available, skip to item 26.)
    A. Date Tested. Report date audiometric examination was given.
    B. Check the *Standard Used*. If the student has been tested for both ISO and ASA and/or ANSI, report the most recent.
    C. If sound field (free field) examination was administered, check the box and record results in spaces provided for right ear.
    D. Results: Indicate the unaided results of most recent pure-tone, air conduction audiometric test. Give results for the frequencies of 500, 1000, and 2000 Hz. Please explain any symbols you use (e.g., dashes, etc.). For readings which go beyond the limits of the audiometer, use "N.R." to indicate this "No Response" condition. If results are not complete, please complete 26 A and 26 B also.

26. A. If complete results are not available at the frequencies of 500, 1000 and 2000 Hz for both ears, check the box which most accurately describes student's hearing loss *without* amplification. Leave this section blank if air conduction test results have been reported in Section 25.
    B. Please check the box indicating the reason you were unable to provide complete air conduction test results at the frequencies of 500, 1000, 2000 Hz for both ears.

27. Indicate if the student currently wears a personal hearing aid.

28. Indicate the age of the student when he or she was first fitted with a hearing aid. If the student has never been fitted with an aid, check the box provided for this category, or if this information is not available or unknown, check "Data Not Available."

ADDITIONAL HANDICAPPING CONDITIONS

29. **Check all educationally significant handicapping conditions. If student has no educationally significant handicapping conditions, check box for "None."**
    [For purposes of this survey, an educationally significant handicapping condition is regarded as one which places additional demands or requirements upon instructional arrangements, causes modification of teaching modes, or alters or restricts the student's activities or learnings in ways additive to those occasioned by hearing loss alone.]
    Please use the following definitions for the handicapping conditions.
    Column 1: These conditions should be documented by medical diagnosis.
    - **Legal Blindness**—condition in which corrected vision in the better eye is less than 20/200, and/or a specialist designates legal blindness
    - **Uncorrected Visual Problem**—uncorrected or uncorrectable visual problem, including blindness in one eye, muscular imbalance or paralysis, and retinitis pigmentosa
    - **Minimal Brain Injury**—condition verified by abnormal EEG or physician's neurological findings
    - **Epilepsy (Convulsive Disorder)**—condition in which the student is subject to uncontrollable seizure behavior
    - **Orthopedic**—condition which restricts use of extremities as a result of permanent injury, paralysis, or polio
    - **Cerebral Palsy**—check if this condition has been medically diagnosed
    - **Heart Disorder**—malfunction of the heart which restricts physical functioning and requires monitoring by a physician
    - **Other Health Impaired**—any other physical condition which restricts functional ability, such as asthma, diabetes, kidney defects

    Column 2: These conditions should be documented by other appropriate assessment personnel.
    - **Mental Retardation**—condition that is documented by scores within defective limits from individually administered scale(s) of intelligence (a measured IQ at least two standard deviations below the mean). Degree of hearing impairment and communication level should determine whether verbal or performance scale scores would be appropriate.
    - **Emotional/Behavioral Problem**—condition in which inappropriate behaviors interfere with normal academic progress. These behaviors include Passive/Withdrawn; Aggressive/Abusive; Rapid mood changes/Sudden outbursts; Bizarre, unexplainable actions; and Chronic, unfounded physical complaints and symptoms.
    - **Specific Learning Disability**—condition in which normal general intelligence is present, but specific learning deficits restrict accomplishments. These restrictions may be attributable to difficulty in visual/auditory perception, perceptual-motor functioning, as well as to a lack of control of attention, impulse or motor function.
    - **Other**—This category would include any other observed condition which would restrict functioning, such as nutritional deficits, educational deprivation, neglect.

INTELLIGENCE TEST

30. Please report the most recent intelligence test results giving the name of the test, the form and level administered, the verbal and non-verbal IQ scores, and the date the test was given.

PROFESSIONAL POSITION OF PERSON FILLING OUT THIS FORM

31. **This item refers to the person who actually made the final decision about which boxes on the form were to be checked. If 2 or more persons made these decisions, 2 or more boxes should be marked here. In some schools the principal or program director reviews the forms before they are returned to ODS; in this case, the box marked "Principal" or "Program Director" should be checked here.**

SOURCE OF INFORMATION REPORTED ON THIS FORM

32. Check those records or sources which were used for obtaining information reported here. General school records refer to student files kept in central school office. Clinic records are medical and/or psychological reports kept separate from central school records. Audiological records refer to separate school files on the hearing status of the students. If records are not used to fill out this form, then interviews with parents, personal knowledge of student by person filling out this form, or communication with other staff members may have supplied this information. If none of above applies, please check box for "Other" and specify source of information.

Texas State Survey
Hearing Impaired Children & Youth
1977 - 1978 School Year

Texas Education Agency
Austin, Texas 78701

Office of Demographic Studies
Gallaudet College
Washington, D.C. 20002

CONFIDENTIAL: All information which would permit identification of any individual or institution will be held strictly confidential.

1 IDENTIFYING INFORMATION

a Student Name: Somebody, Jane Q.
b Home Address: 2468 Main Street
Anytown, Texas 78787
c Date of Birth: 08/08/1968
d Sex: FEMALE
e Ethnic Background WHITE

2 PRESENT SCHOOL SAMPLE INDEPENDENT SCH DIST ANYTOWN ELEMENTARY SCHOOL

Is student still enrolled in this School? ☐YES ☐NO (If YES, complete the remainder of the form. If student is no longer enrolled in your program, write in the name of the school the student is currently enrolled in and return this form with the others for your program)

New School: _____

Please complete the items in this column if the student is still enrolled in your program.

3 PRESENT EDUCATIONAL PROGRAM

a Type of Services:

ITINERANT SERVICES (< 5 HR/WK)
REG SCH FOR HEARING (16+ HR/WK)

b In a Multiply Handicapped Unit: NO
c Grade Placement: ELEMENTARY
d Source of Funding: S.B.803, PLAN A

4 TOTAL ACADEMIC HOURS

Check box indicating total number of hours per week this student attends **Academic** classes (e.g., reading, math, speech/auditory training, etc.)

☐None ☐1-5 hrs ☐6-10 hrs ☐11-15 hrs ☐16-25 hrs ☐26+

5 INTEGRATED ACADEMIC HOURS

Check box indicating total number of hours per week this student spends in **Academic** classes with **hearing** students.

☐None ☐1-5 hrs ☐6-10 hrs ☐11-15 hrs ☐16-25 hrs ☐26+

6 INTEGRATED NON-ACADEMIC HOURS

Check box indicating total number of hours per week this student spends in other **non-academic** activities (e.g., physical education, lunch, recess) integrated with **hearing** students.

☐None ☐1-5 hrs ☐6-10 hrs ☐11-15 hrs ☐16-25 hrs ☐26+

7 EXTRACURRICULAR ACTIVITIES

Does this student participate in school-sponsored, extracurricular activities (e.g., sports, school newspaper, hobby, club, etc.)?

☐YES ☐NO

8 PRIMARY PROFESSIONAL POSITION OF PERSON COMPLETING THIS FORM

(check all that apply)

☐Program Director/Superintendent
☐Principal
☐Supervisor/Supervisory Teacher
☐Classroom Teacher of Student
☐School Doctor (M.D.)
☐School Nurse
☐Psychologist
☐Educational Diagnostician
☐Audiologist
☐Counselor
☐Teacher's Aide
☐Secretary/Clerical Assistant
☐Other (specify) _____

Please verify and/or complete this information which was previously submitted

9 ETIOLOGY OF HEARING LOSS

a Age at Onset: 1 YEAR
b Cause: HIGH FEVER

10 AUDIOLOGICAL FINDINGS

a Date Tested: 11/75
b Results: Right (500) (1000) (2000) Left (500) (1000) (2000)
95 105 105 50 80 105
c Estimated: SEVERE RANGE
d Standard: ANSI
e Current Hearing Aid Use: YES
f Age First Aid Use:

11 ADDITIONAL HANDICAPPING CONDITIONS

NONE

12 EDUCATIONAL HISTORY

a Age Received First Services: 7 YEARS
b Date Enrolled in Current Program: 09/76
c Prior Educational Program: REG. SCHOOL FOR HEARING

13 COMMUNICATION

a Primary Language Spoken at Home: ENGLISH
b Sign Language Used by Student: NO
c Sign Language Used by School: NO
d Sign Language Used by Family: NO
e Parental Deafness: NEITHER PARENT DEAF

14 INTELLIGENCE TEST

a Test Name:
b Date Tested
c Performance IQ Result:

INSTRUCTIONS FOR COMPLETING PRINT-OUT

This print-out is for a student you reported to the Texas State Survey for the 1976-77 school year. The white copy should be returned to the Texas State Survey Office when completed and the yellow copy is for your files. Please make all entries in red.

1. **IDENTIFYING INFORMATION**
   Please verify the identifying information in item 1, correcting any errors.

2. **PRESENT SCHOOL**
   Please answer item 2 on each print-out, indicating whether or not the student is still enrolled in the school program the computer has printed in. If YES, please proceed to answer all items in the left hand column and then verify and correct all entries in the right hand column.
   If the student is no longer in your program, please check NO and write in the name of the program the student is currently attending. Return the print-out with the others for your program, but you do not have to answer any of the other items.

LEFT HAND COLUMN - Items 3-8. Please complete for each student enrolled in your program, then proceed to the right hand column.

3. **PRESENT EDUCATIONAL SERVICES**
   It is likely the type of educational services and number of hours of instruction the student is receiving has changed from last year so please be sure to review this section carefully and to update the information. Please refer to the basic data form for new students with regard to the type of information sought.

4. **TOTAL ACADEMIC HOURS**
   Total here is for the average week during the school year. Do *not* include physical education classes, study halls, etc.

5. **INTEGRATED ACADEMIC HOURS**
   Total here may range from "None" in special schools for hearing impaired students up to total number of hours checked in item 4.

6. **INTEGRATED NON-ACADEMIC HOURS**
   Do not include the extracurricular activities of item 7.

7. **EXTRACURRICULAR ACTIVITIES**
   Do not include attendance at one-time events such as school dances or picnics or spectator activity at athletic or other events. Please check "YES" only for participant activity in continuing clubs or programs.

8. **PROFESSIONAL POSITION OF PERSON COMPLETING THIS FORM**
   This item refers to the person who actually made the final decision about which boxes on the form were to be checked. If 2 or more persons made these decisions, 2 or more boxes should be marked here. In some schools the principal or program director reviews the forms before they are returned to ODS; in this case, the box marked "Principal" or "Program Director" should be checked here.

RIGHT HAND COLUMN - Items 9-14. Please review the information you submitted last year for each of these sections. Please correct any incorrect entries, update any information which is more recent and complete items where there are blanks or the data were not reported last year. Please refer to the basic data form for new students with regard to the type of information sought.

APPENDIX 4

LIST OF SCHOOL PROGRAMS PARTICIPATING IN 1976-77 TEXAS STATE SURVEY OF HEARING IMPAIRED CHILDREN AND YOUTH

Mr. Carl McDonald
Coordinator
Abilene Regional Day School for the Deaf
3282 South 13th
Abilene, Texas 79603

Mr. Sherron Buddy Stephens
Executive Director
Regional Education Program for Deaf, Amarillo
3108 South Fillmore Street
Amarillo, Texas 79110

Ms. Carol Anderson
Lead Teacher, Butler Elementary School
Arlington Independent School District
2121 Margaret
Arlington, Texas 76107

Dr. Virgil E. Flathouse
Superintendent
Texas School for the Deaf
1102 South Congress Avenue
Austin, Texas 78704

Dr. Ruth Haak
Director
Balcones Special Services Cooperative
204 Eanes Road
Austin, Texas 78746

Mrs. Ruth Douglas
Administrative Supervisor
Austin Independent School District
6100 North Guadalupe
Austin, Texas 78752

Mr. Les Hurta
Director
Bastrop Special Education Cooperative
1602 Hill
Bastrop, Texas 78602

Mrs. Sheryle Salyer
Supervisor
East Harris Cooperative
P.O. Box 30
Baytown, Texas 77520

Mrs. Gloria Moses
Director
Multi-County School for Deaf, Beaumont
2800 Girolamo
Beaumont, Texas 77703

Mr. Britt Hargraves
Supervisor
Golden Triangle Coop
P.O. Box 10076
Beaumont, Texas 77710

Mr. David L. Bridges
Supervisor
Regional School for the Deaf, Brownsville
1102 East Madison Street
Brownsville, Texas 78520

Dr. Cecil Nabors
Director of Instruction
Bryan Independent School District
2200 Villa Maria Road
Bryan, Texas 77801

Mrs. Arden Richardson
Director, Resource & Developmental Center
Conroe Independent School District
P.O. Box 959
Conroe, Texas 77301

Ms. Joann Duren
Director
Tri City Program for Exceptional Children
Box 580
Copperas Cove, Texas 76522

Mr. John Lloyd
Coordinator
Regional Day School for Deaf, Corpus Christi
4621 Marie
Corpus Christi, Texas 78411

Mrs. Ann Johnson
Supervisor, Regional Day School Program
Freestone, Limestone, Navarro
910 West 5th Avenue
Corsicana, Texas 75710

Mrs. Sylvia Jenkins
Executive Director
Children's Development Center
3131 North Pearl Street
Dallas, Texas 75201

Ms. Janis Shippey
Director
Dallas Regional School for Deaf
3700 Ross Avenue
Dallas, Texas 75204

Mr. Jim Newby
Head, Educational Division
Callier Center for Communications
1966 Inwood Road
Dallas, Texas 75235

Mrs. Pauline Hamilton
Supervisor
Richardson Regional Day School for the Deaf
6767 Brentfield Drive
Dallas, Texas 75248

Ms. Nell Martin
Special Education Director
Del Valle Independent School District
J. W. Popham Elementary School
Del Valle, Texas 78617

Mr. Timothy R. Wilson
Supervisor
Mainland Cooperative
P.O. Drawer Z
Dickinson, Texas 77539

Mrs. Rene Ludwig
Supervisor
Denton Regional Day School for the Deaf
Ginnings Elementary, 820 Sun Valley
Denton, Texas 76201

Mr. John Murray
Supervisor
Regional School for Deaf, Edinburg
P.O. Box 181
Edinburg, Texas 78539

Ms. Jean Marie DeSalle
Administrator
Regional Education Program for Deaf, El Paso
4500 Clifton
El Paso, Texas 79903

Mr. William C. Moffatt
Principal
Ft. Worth Regional Program for the Deaf
2310 Alston Street
Fort Worth, Texas 76110

Mrs. Lois Jean Ferguson
Lead Teacher, Snow Heights Elementary
Birdville Independent School District
3801 Vance
Fort Worth, Texas 76118

Mr. Robert L. Nichols
Director
Hill Country Special Education Cooperative
140 North Adams
Fredericksburg, Texas 78624

Mr. Mike James
Supervisor of Deaf Education
Brazoria Fort Bend Coop RDSPD
Drawer Z
Freeport, Texas 77541

Mr. Gerald Miltenberger
Director, Center Audiology & Speech Pathology
University of Texas Medical Branch
Bethel Hall
Galveston, Texas 77550

Ms. Margaret Oliver
Director, Williamson County Cooperative for Special Services
P.O. Box 249
Georgetown, Texas 78626

Dr. Robert J. Holick
Director
Giddings Special Services Cooperative
P.O. Box 389
Giddings, Texas 78942

Mrs. Bernice Sommerlatte
Director
Gonzales County Cooperative
Box 157
Gonzales, Texas 78629

Ms. Beverly Griffin
Lead Teacher, Houston Elementary School
Greenville Independent School District
3923 Henry
Greenville, Texas 75401

Ms. Jean Colley
Director, Special Education
Henderson Independent School District
P.O. Box 329
Henderson, Texas 75652

Ms. Marjorie P. Lasiter
Director of Special Education
Hereford Independent School District
Box 1698
Hereford, Texas 79045

Ms. Kay Harston
Associate Director
Regional Day Program for Deaf, Houston
3830 Richmond Avenue
Houston, Texas 77027

Dr. Joye H. Thorne
Director, Special Education
Aldine Independent School District
14910 Aldine Westfield Road
Houston, Texas 77037

Miss Jane Ray
Supervisor
Irving Regional Day School for the Deaf
Lee Britain Elementary, 631 Edmundson
Irving, Texas 75060

Mrs. Olna Montgomery
Director
Hays-Blanco Special Education Cooperative
Box 368
Kyle, Texas 78640

Ms. Sylvia Lara
Supervisor
Regional Day School for the Deaf, Laredo
1702 Houston Street
Laredo, Texas 78040

Mr. Jesse Kelley
Director
Caldwell County Cooperative
P.O. Box 120
Lockhart, Texas 78644

Mr. Don Mercer
Coordinator of Plan A
Longview Independent School District
P.O. Box 3[illegible]58
Longview, Texas 75601

Mr. Larry Marshall
Coordinator Principal
Lubbock Regional Program for Deaf
1628 19th Street
Lubbock, Texas 79413

Mr. Al Strickland
Director
Lufkin Independent School District
P.O. Box 1407
Lufkin, Texas 75901

Mr. Robert Shirely
Director of Special Education
Marble Falls Special Education District
1909 Broadway
Marble Falls, Texas 78654

Mrs. Treasure Malone
Director
Falls County Cooperative
305 Capps
Marlin, Texas 76661

Mr. C. R. Burnett
Director, Multi-County Special Education Cooperative, Meridian
Box 156
Meridian, Texas 76665

Mrs. Sharon Tallet
Supervisor
Mesquite Regional Day School for the Deaf
Motley Elementary, 3719 Moon Drive
Mesquite, Texas 75150

Mr. Bobby L. Stanley
Director of Special Education
Nacogdoches Independent School District
1301 Looneyville Road
Nacogdoches, Texas 75961

Ms. Brenda Sittig
Lead Teacher
Texarkana Regional Day School
P.O. Box 488
Nash, Texas 75569

Mrs. Doris Like
Director of Special Education
Comal Independent School District
1421 Highway 81 East
New Braunfels, Texas 78130

Mr. Joe C. Williamson
Director of Special Services
New Caney Independent School District
P.O. Box 4
New Caney, Texas 77357

Mr. Bernard Ross
Supervisor
Regional Education Program for Deaf, Odessa
Box 3912
Odessa, Texas 79762

Mrs. Joyce Bayless
Director
Burleson-Milam Special Services Cooperative
P.O. Box 872
Rockdale, Texas 76567

Mr. Tommy Long
Coordinator of Special Education
Region XV Education Service Center
P.O. Box 5199
San Angelo, Texas 76901

Ms. Virginia Abernathy
Supervising Teacher
Sunshine Cottage School for Deaf Children
103 Tuleta Drive
San Antonio, Texas 78212

Mrs. Margaret Adams
Director, Region Day School, San Antonio
Pfeiffer Elementary
4554 Deitrich Road
San Antonio, Texas 78219

Ms. Hattie M. Kerbel
Director, Special Education
Harlandale Independent School District
102 Genenclove
San Antonio, Texas 78221

Ms. Grace Hyatt
Special Education Director
San Marcos Independent School District
501 South LBJ Drive
San Marcos, Texas 76666

Ms. Billie Fai Ball
Director of Special Education
Seguin Independent School District
P.O. Drawer 31
Seguin, Texas 78155

Mr. Floyd R. Richmond
Sherman Independent School District
120 West King
Sherman, Texas 75090

Mrs. Ann B. Sawyer
Coordinator
Temple Independent School District
P.O. Box 788
Temple, Texas 76501

Ms. Martha Surles
Coordinator of Special Education
Tyler Independent School District
P.O. Box 2035
Tyler, Texas 75701

Mr. Bob McNiel
Director, Special Education Cluster #5
Regional Day School for the Deaf
P.O. Box 1909
Uvalde, Texas 78801

Mrs. Georgia Sinclair
Supervisor
Victoria Regional Classes for Deaf
1611 E. North Street
Victoria, Texas 77901

Ms. Diane Friend
Supervisor
Regional Day School for the Deaf
315 Jefferson
Waco, Texas 76702

Ms. Catherine Van Winkle
Lead Teacher, Northside Elementary School
Waxahachie Independent School District
801 Brown
Waxahachie, Texas 75165

Mrs. Sue Reid
Supervisor
Wichita Falls Regional Day School for Deaf
4107 Phillips
Wichita Falls, Texas 76308

Ms. Betty R. Thompson
Director of Special Services
Willis Independent School District
P.O. Box 377
Willis, Texas 77378

APPENDIX 5

ESEA TITLE I HANDICAPPED CONTRACT
between
THE TEXAS EDUCATION AGENCY
and
OFFICE OF DEMOGRAPHIC STUDIES
GALLAUDET COLLEGE

Project #
Period 9/1/76 to 6/30/77
Amount $12,750.00

ARTICLE I. PARTIES AND PURPOSE

This contract and agreement is entered into by and executed by the Texas Education Agency, an Agency of the State of Texas, with its principal office located in Austin, Texas, hereinafter designated "TEA," and the Office of Demographic Studies of Gallaudet College, Washington, D.C., and hereinafter designated as "Contractor," for the purpose of designing and implementing a system for the collection, retrieval, and analysis of educationally salient pupil data on approximately 3,500 hearing impaired pupils who are enrolled in the Texas regional day school programs for the deaf.

ARTICLE II. SERVICES TO BE PERFORMED

A. Contractor will render services to the TEA during the period beginning September 1, 1976, and ending no later than June 30, 1977, according to the specific terms and conditions of this contract.

B. The Contractor shall deliver all contracted services and products acceptable to and approved by the TEA Office of Education for the Deaf.

C. In consultation with the Office of Education for the Deaf, its State Advisory Committee, comprised of Regional Superintendents and Educational Program Directors, and its State Coordinating Committee, comprised of 10 representative local program directors, the Contractor will review existing or proposed data collection forms, materials, and procedures to determine their adequacy and fit with the administrative structure, accountability requirements, and program typology of the regional day school programs for the deaf. Pursuant to such review, Contractor will, in detail, specify project tasks to be performed, including management of the project. Proposed tasks must be approved by the Director of Education for the Deaf prior to implementation.

D. Prior to collection of pupil data, Contractor will:
   1. present in writing a detailed project schedule showing activities, time line, and personnel assignments acceptable to and approved by the Director of Education for the Deaf;
   2. design data collection instruments which will, when data so collected has been entered on computer, provide ready access to individual and composite pupil profiles; pupil data to be collected may include, but shall not necessarily be limited to, the following:
      a. name, sex, date of birth, address, and other distinctive pupil identifiers
      b. identity and category of regional day school program attended
      c. audiological findings
      d. age of onset of hearing loss
      e. cause of hearing loss
      f. additional handicapping conditions
      g. ethnic background
      h. additional educational variables needed for pupil assessment or program management purposes;

3. design workshop training materials;
4. make personnel assignments; such assignments must be approved prior to implementation by the Director of Education for the Deaf;
5. provide plan for output products and data analyses appropriate to local, regional, and state program levels and responsibilities.

E. During implementation of data collection effort, Contractor will:
1. provide data collection instruments;
2. provide workshop training materials;
3. provide in-service training for the State Advisory Committee and State Coordinating Committee members of the Office of Education for the Deaf; this training will include:
   a. overview of project to date
   b. explanation of data system's design and implementation
   c. training and data collection procedures
   d. monitoring procedures
   e. reporting procedures
   f. quality control and follow-up
   g. exploratory discussions of the addition of a regular standardized achievement testing program for all pupils enrolled in the regional day school program for the deaf;
4. process to computer data collected on approximately 3,500 pupils; processing shall include responsibilities for editing, coding, verification, quality control and follow-up, and the preparation of accessible data files.

F. Following collection of basic pupil data, Contractor will:
1. analyze all resulting data;
2. tabulate and process pupil data for local, regional, and state purposes in agreed upon formats;
3. issue to the Office of Education for the Deaf a *Final Report* containing detailed recommendations for revisions, modifications, and augmentations of the data system; and in particular, the *Final Report* will address the issue of adding regular standardized pupil testing to the data system as a means of monitoring learner outcomes within the regional day school program for the deaf.

Administration of the project on behalf of TEA will be conducted by Mr. Gary A. Curtis, Director of Education for the Deaf, who will exercise the degree of control over the project which is necessary under TEA's grant contract with the United States Office of Education. The Director of Education for the Deaf retains the right, within grant terms and conditions, to approve or disapprove any changes in project management, purposes, programs and goals, and budget categories and costs. The Director of Education for the Deaf will represent the TEA in all contract matters, and he will establish the policy to be followed by the contract parties regarding any discussions, questions, or disagreements on contract terms in order that Federal and Texas State laws and regulations and Texas State Board of Education Policies and Procedures covering the TEA's participation will be observed.

ARTICLE III. TIME PERIOD OF CONTRACT

Contractor will begin to conduct its plan and program under this contract on September 1, 1976, and finish the said plan and program on June 30, 1977. If necessary, the time period of this contract may be extended, renewed, or otherwise modified for the purpose of continuing or completing the contract project provided that (1) funds are available to cover contract services, (2) there is mutual written agreement of the TEA and Contractor, and (3) legal or statutory authorization.

ARTICLE IV. FISCAL AND PAYMENT PROVISIONS

The total payments by TEA to the Contractor for the complete and satisfactory performance of this contract shall not exceed the sum of TWELVE THOUSAND AND SEVEN HUNDRED AND FIFTY DOLLARS ($12,750).

Expenditures by the Contractor shall be in accordance with the line item categories of the contract budget in Attachment A. The amounts for the individual line item categories are estimated amounts only. If actual expenditures within a given line item are less than the estimated amount, Contractor will be paid only for the actual cost incurred; if actual expenditures within a given line item are more than the estimated amount, said expenditures will be allowed up to a maximum of ten percent (10%) over the estimated amount. Expenditures above the 10% allowance will be authorized only with the prior written approval of the Director of Education for the Deaf. Changes in salaries and wages of Contractor's personnel shall not alter the agreed upon charges to TEA unless approved by a contract amendment and in no event will the total contract amount of $12,750 be exceeded.

TEA will pay the Contractor for services rendered and costs incurred pursuant to the provisions of the contract and the attached budget (Attachment A). Payment is contingent upon review and approval by the Director of Education for the Deaf of reports and products enumerated and in accordance with the payment schedule. Travel expenditures will coincide with State of Texas policies relative to reimbursement for travel expenses (Attachment B). To request payment, the Contractor will submit to the TEA a State of Texas Purchase Voucher accompanied by a Report of Project Expenditures (TEA forms to be furnished by the Office of Education for the Deaf). Said voucher and accompanying TEA expenditure report will be submitted in accordance with the Payment Schedule (Attachment C).

Contractor will maintain its records and accounts to assure a proper accounting to TEA of all public monies applicable to this project, and said records and accounts will be made available for audit purposes to TEA's authorized representative for a period of five (5) years after the expiration of this contract unless permission to destroy is granted earlier by TEA. Fiscal and program representatives of the TEA will work with and advise Contractor in keeping and maintaining the appropriate records and accounts.

ARTICLE V. INFORMATION AND REPORTS

Contractor will provide the following written reports:

1. November 15, 1976: Interim Progress Report
2. February 15, 1977: Interim Progress Report
3. June 1, 1977: Final Evaluation Report

Contractor will compile and furnish to the TEA any other necessary reports that TEA requires for the administration of the project in compliance with the conditions and requirements of the United States Office of Education grant. Where any information required of Contractor is in the exclusive possession of another who fails or refuses to furnish this information, Contractor shall so certify to TEA and shall set forth what efforts it has made to obtain this information.

ARTICLE VI. SPECIAL CONDITIONS

A. If Contractor fails or refuses to perform its obligation under the contract terms and provisions, TEA shall impose such contract sanctions as it or the United States Office of Education may deem appropriate, including but not limited to: (a) withholding of payments to Contractor under this contract until Contractor complies, and/or (b) cancellation, termination, or suspension of the contract in whole or in part, and/or (c) seek such other remedies as may be provided by law.

B. Contractor shall allow the Comptroller General of the United States, or his duly authorized representative, to have, until expiration of three years after final payment under the contract, or of the time periods for the particular records specified in Part 1-20 of the Federal Procurement Regulations (41 CFR Part 1-20) whichever expires earlier, access to and the right to examine any directly pertinent books, documents, papers, and records of Contractor involving transactions relating to the contract.

C. Any government property transferred by TEA to the possession and control of Contractor under this contract will be the responsibility of Contractor as regards loss, damage or destruction while in Contractor's possession or control. Any such government property shall be returned to TEA in as good condition as received, except for reasonable wear and tear for the utilization of the property in accordance with the provisions of this contract.

D. Either the TEA or the United States Office of Education may use, duplicate or disclose in any manner and for any purpose whatsoever, and have or permit others to do so, all subject data produced by Contractor for TEA under this contract. Said subject data includes all writings, sound recordings, pictorial reproductions, drawings, designs or other graphic representations, procedural manuals, forms, diagrams, work flow charts, equipment descriptions, data files and data processing or computer programs, and work of any similar nature, whether or not copyrighted or copyrightable.

E. Contractor, at all times during the term of this contract, must comply with the provisions of Title VI and VII of the Civil Rights Act of 1964, as amended, and Title IX of the Education Amendments of 1972, as amended, and all Federal Regulations issued thereunder, and all Court decisions pertaining thereto.

F. Contractor shall comply with the applicable regulations and standards, if any, of the Cost of Living Council in establishing wages and prices. Submission of purchase vouchers to the TEA for services rendered under this contract shall constitute a certification by him that amounts to be paid do not exceed any maximum allowable levels authorized by the Cost of Living Council regulations or standards.

G. Contractor shall comply with all applicable standards, orders, or regulations issued pursuant to the Clean Air Act of 1970.

H. Contractor shall comply with the Federal Family Educational Rights and Privacy Act, 20 U.S.C. 1232g., as amended, and with applicable orders and regulations.

I. This contract shall be subject to and interpreted by the laws of the State of Texas and any recourse to judicial action shall be in courts of the State of Texas to the exclusion of all other judicial processes.

J. This contract constitutes the entire agreement between the parties regarding this project and any modifications hereof or addenda hereto shall be in writing executed by both parties.

K. This contract amount is subject to the receipt by TEA of federal funds in the form of a grant award to cover this project.

L. Any notices or reports required by this contract shall be submitted to the following representatives of the parties:

Dr. M. L. Brockette
Commissioner of Education
Texas Education Agency
201 East Eleventh Street
Austin, Texas 78701

Dr. Raymond J. Trybus, Director
Office of Demographic Studies
Gallaudet College
7th and Florida Avenue, N.E.
Washington, D.C. 20002

M. Notwithstanding any specific provision of this contract to the contrary, this contract in all its particulars is subject to and governed by the following:
1. Public Law 89-313, Elementary and Secondary Education Act of 1965, Title I, as amended
2. Federal Regulations Implementing Public Law 89-313, as amended
3. All Texas State laws governing TEA as a State Agency, and the regulations of the Texas State Board of Education.

Accepted and approved by Contractor this 18 day of Aug., 1976.

For Gallaudet College
Gilbert L. Delgado, Ph.D.
Dean of the Graduate School

Accepted and approved by TEA this 1st day of September, 1976.

M. L. Brockette
Commissioner of Education
Texas Education Agency
Attention: Gary A. Curtis

REPORTS FROM THE OFFICE OF DEMOGRAPHIC STUDIES

SERIES D

Gentile, A., & DiFrancesca, S. *Academic Achievement Test Performance of Hearing Impaired Students—United States: Spring 1969.* Series D, Number 1. Washington, D.C.: Gallaudet College, Office of Demographic Studies, 1969.

Gentile, A., & DiFrancesca, S. *Item Analysis of Academic Achievement Tests Hearing Impaired Students—United States: Spring 1969.* Series D, Number 2. Washington, D.C.: Gallaudet College, Office of Demographic Studies, 1970.

Rawlings, B., & Gentile, A. *Additional Handicapping Conditions, Age at Onset of Hearing Loss, and Other Characteristics of Hearing Impaired Students—United States: 1968-69.* Series D, Number 3. Washington, D.C.: Gallaudet College, Office of Demographic Studies, 1970.

Voneiff, P., & Gentile, A. *Type and Size of Educational Programs Attended By Hearing Impaired Students—United States: 1968-69.* Series D, Number 4. Washington, D.C.: Gallaudet College, Office of Demographic Studies, 1970.

Rawlings, B. *Summary of Selected Characteristics of Hearing Impaired Students—United States: 1969-70.* Series D, Number 5. Washington, D.C.: Gallaudet College, Office of Demographic Studies, 1970.

Voneiff, P. *Audiological Examinations of Hearing Impaired Students—United States: 1969-70.* Series D, Number 6. Washington, D.C.: Gallaudet College, Office of Demographic Studies, 1971.

Murphy, N. *Characteristics of Hearing Impaired Students Under Six Years of Age—United States: 1969-70.* Series D, Number 7. Washington, D.C.: Gallaudet College, Office of Demographic Studies, 1972.

DiFrancesca, S., & Carey, S. *Item Analysis of an Achievement Testing Program for Hearing Impaired Students—United States: Spring 1971.* Series D, Number 8. Washington, D.C.: Gallaudet College, Office of Demographic Studies, 1972.

DiFrancesca, S. *Academic Achievement Test Results of a National Testing Program for Hearing Impaired Students—United States: Spring 1971.* Series D, Number 9. Washington, D.C.: Gallaudet College, Office of Demographic Studies, 1972.

Rawlings, B. *Characteristics of Hearing Impaired Students by Hearing Status—United States: 1970-71.* Series D, Number 10. Washington, D.C.: Gallaudet College, Office of Demographic Studies, 1973.

DiFrancesca, S., Trybus, R., & Buchanan, C. *Studies in Achievement Testing, Hearing Impaired Students—United States: Spring 1971.* Series D, Number 11. Washington, D.C.: Gallaudet College, Office of Demographic Studies, 1973.

Gentile, A., & Rambin, J. B. *Reported Causes of Hearing Loss for Hearing Impaired Students—United States: 1970-71.* Series D, Number 12. Washington, D.C.: Gallaudet College, Office of Demographic Studies, 1973.

Buchanan, C., Ries, P., Sepielli, P., & Trybus, R. *Further Studies in Achievement Testing, Hearing Impaired Students—United States: Spring 1971.* Series D, Number 13. Washington, D.C.: Gallaudet College, Office of Demographic Studies, 1973.

Gentile, A., & McCarthy, B. *Additional Handicapping Conditions Among Hearing Impaired Students—United States: 1971-72.* Series D, Number 14. Washington, D.C.: Gallaudet College, Office of Demographic Studies, 1973.

Ries, P., Bateman, D., & Schildroth, A. *Ethnic Background in Relation to Other Characteristics of Hearing Impaired Students in the United States.* Series D, Number 15. Washington, D.C.: Gallaudet College, Office of Demographic Studies, 1975.

SERIES C

Murphy, N. *National Survey of State Identification Audiometry Programs and Special Educational Services for Hearing Impaired Children and Youth—United States: 1972.* Series C, Number 1. Washington, D.C.: Gallaudet College, Office of Demographic Studies, 1972.

Trybus, R., Rawlings, B., & Johnson, R. *Texas State Survey of Hearing Impaired Children and Youth: A New Approach to Statewide Planning, Monitoring, and Evaluation of Special Education Programming.* Series C, Number 2. Washington, D.C.: Gallaudet College, Office of Demographic Studies, 1978.

SERIES R

Jensema, C., & Trybus, R. *Reported Emotional/Behavioral Problems Among Hearing Impaired Children in Special Educational Programs: United States, 1972-73.* Series R, Number 1. Washington, D.C.: Gallaudet College, Office of Demographic Studies, 1975.

Jensema, C. *The Relationship Between Academic Achievement and the Demographic Characteristics of Hearing Impaired Children and Youth.* Series R, Number 2. Washington, D.C.: Gallaudet College, Office of Demographic Studies, 1975.

Goulder, T. J., & Trybus, R. *The Classroom Behavior of Emotionally Disturbed Hearing Impaired Children.* Series R, Number 3. Washington, D.C.: Gallaudet College, Office of Demographic Studies, 1977.

Karchmer, M., & Trybus, R. *Who Are The Deaf Children in 'Mainstream' Programs?* Series R, Number 4. Washington, D.C.: Gallaudet College, Office of Demographic Studies, 1977.

Rawlings, B., & Jensema, C. *Two Studies of the Families of Hearing Impaired Children.* Series R, Number 5. Washington, D.C.: Gallaudet College, Office of Demographic Studies, 1977.

SERIES T

Anderson, R., & Sisco, F. *Standardization of the WISC-R Performance Scale for Deaf Children.* Series T, Number 1. Washington, D.C.: Gallaudet College, Office of Demographic Studies, 1977.

SERIES S

Gordon-Salant, S., & Schildroth, A. *Audiometric Characteristics of Hearing Impaired Students in the United States.* Series S, Number 1. Washington, D.C.: Gallaudet College, Office of Demographic Studies, 1977.

Karchmer, M., & Kirwin, L. *The Use of Hearing Aids By Hearing Impaired Students in the United States.* Series S, Number 2. Washington, D.C.: Gallaudet College, Office of Demographic Studies, 1977.